



R69120



Presented to  
The Library  
of the  
University of Toronto  
by

Professor J.H.G. Crispo

HANDBOUND  
AT THE



UNIVERSITY OF  
TORONTO PRESS





Digitized by the Internet Archive  
in 2022 with funding from  
University of Toronto





4419

# SELECT COMMITTEE ON MANPOWER TRAINING

HEARINGS  
HELD AT  
TORONTO

VOLUME  
5

DATE  
September 21, 1969

J. R. Simons, M.P.P.  
Chairman



OFFICIAL REPORTERS  
ANGUS, STONEHOUSE & CO. LTD.  
BOARD OF TRADE BLDG.  
11 ADELAIDE ST. W.  
TORONTO

364-5865

364-7381





SELECT COMMITTEE ON MANPOWER TRAINING

Hearings held before the Select Committee on Manpower Training, at the Parliament Buildings, Toronto, Ontario, commencing at ten-thirty a.m., on September 21st, 1962.

MR. EBERLEE: Thank you, Mr. Chairman.

The first letter is from Mr. J. A. Graham, Deputy

PRESENT:

MR. J. R. SIMONETT	CHAIRMAN
MR. J. H. WHITE	MEMBER
MR. J. CHAPPLE	MEMBER
MR. R. BRUNELLE	MEMBER
MR. J. BOYER	MEMBER
MR. A. E. THOMPSON	MEMBER
MR. R. J. HARRIS	MEMBER
MR. R. GISBORN	MEMBER
MR. E. P. MORNINGSTAR	MEMBER
MR. A. CARRUTHERS	MEMBER
MR. J. MORIN	MEMBER
MR. T. EBERLEE	SECRETARY
DR. J. CRISPO	DIRECTOR OF RESEARCH





--- On resuming at ten o'clock.

THE CHAIRMAN:- Gentlemen, we will now call the meeting to order and our Secretary has several letters to the Committee so we will have him read these into the record.

MR. EBERLEE: Thank you, Mr. Chairman. The first letter is from Mr. J. A. Graham, Deputy Minister of Reform Institutions and he says:

" Toronto 2,  
September 10th, 1962.

On my, August 23rd, I appeared before the Committee on Manpower Training and presented a brief, a copy of which is attached. At the conclusion of the reading of the brief the members of the Committee discussed its contents and requested me to forward to them, through you, the recommendations of this Department.

These recommendations are:

- (i) That the starting age for apprenticeship training be raised.
- (ii) That all trades and crafts be certified and minimum standards set.
- (iii) That the Apprenticeship Board establish a Committee to examine tradesmen with partial training in all trades and crafts and to provide credits for periods of time served in trades in order to

... in training at the ...

The ... we will ...  
call the meeting to order ...  
to come to the Committee ...  
and ...

... is from ...  
... and ...

... and ...

...  
... of the ...  
... to ...  
...  
...

- (i) That the ...  
...  
(ii) That all ...  
...  
(iii) That the ...  
...  
...  
...  
...  
...  
...  
...



stimulate and motivate the semi-skilled  
to further training.

(iv) That an Inter-Provincial agreement to  
standardize training be set up so that  
tradesmen will have status in all  
Provinces.

Yours sincerely,

(signed) J. A. Graham,

Deputy Minister."

And then Mr. Graham has sent to me copies  
of a report which came out of a meeting of probation  
officers held in Bracebridge early in July. I have had  
this report mimeographed and will circulate it to the  
Committee.

We have a letter from the Civil Service  
Association of Canada signed by Mr. J. C. Best, the  
National President and he says:

"Please refer to your letter of July 17,  
1962, in connection with submissions to the  
Select Committee on Manpower Training.

We have studied the review you supplied  
in connection with the terms of reference and  
task confronting the Committee. After careful  
consideration of the points therein we do not  
feel we are in a position to submit an extensive  
brief relating to the wide area covered.  
Nevertheless, we would like the Committee to  
consider the following submission and  
recommendations -

(a) A number of Federal Government employees

stimulate and motivate the semi-skilled  
to further training.

standard training be set up so that  
trainees will have status in all

(signed) J. A. Graham,

Deputy Minister."

And then Mr. Graham has sent me copies

of a report which came out of a meeting of association  
officers held in Manchester early in July. I have had  
this report mimeographed and will circulate it to the

we have a letter from the Civil Service

Association of Canada signed by Mr. C. E. West, the

National President and he says:

" Please refer to your letter of July 15,

1962, in connection with our submission to the

Public Commission on Unemployment Training.

We have studied the report you supplied

in connection with the terms of reference

task confronting the Committee. After careful

consideration of the points therein we do not

feel we are in a position to submit an extensive

brief relating to the wide area covered.

Nevertheless, we would like the Committee to

consider the following submission and

recommendations -

(1) A number of Federal Government employees



are presently employed as "Maintenance Helpers" and assist qualified tradesmen. In many instances, these employees naturally reach a stage where they seek a greater opportunity in their chosen field and have expressed a willingness to improve their qualifications. However, in order to obtain an appropriate apprenticeship they are governed by Provincial Apprenticeship Regulations and the present age limitation bars many of them from making such a move. Many valuable individuals are thus precluded from improving their position and contribution to society.

Naturally, it is anticipated that choice of a vocation will be undertaken in the formative years of a young man. Nevertheless, we are sure the Committee will appreciate that due to a combination of personal circumstances, often involving responsibilities for dependents - this is not always possible.

The final outcome of the present age limitation is that such persons in the Federal Service have a severe handicap imposed on them in regard to their future potential. In other cases, where such individuals sever their employment with the Federal Government, they are exposed to a market that is constantly diminishing for those without adequate technical training.

While we appreciate that there may be





1  
2  
3  
4  
5 many arguments against merely raising the  
6 maximum apprenticeship age, we would ask that  
7 serious consideration be given to recommending  
8 that a permissive age clause be inserted in  
9 the Ontario Apprenticeship Act to permit such  
10 employees to undertake their apprenticeship.  
11 We would propose that persons coming under this  
12 clause have a maximum age limit of twenty-five.  
13 Coupled with this, we request that discussions  
14 be opened with appropriate Federal Government  
15 officials in order to explore the implications  
16 as they may affect those in Government service.  
17 We would be happy to participate in such dis-  
18 cussions.

19 (b) There is also the problem, which we feel  
20 will be in the near future, of the Federal  
21 Government employee who at a late stage of life  
22 will need training or re-training in a technical  
23 occupation in order to retain a position in  
24 this new age of automation. We would therefore  
25 request that this aspect receive the Committee's  
26 consideration and that tri-partite discussions  
27 as suggested in Item (a) be initiated.

28 In both these matters, we feel it will  
29 be appreciated that such problems are not  
30 confined to the Federal Government employee and  
that his counterpart in public bodies and  
private industries in Ontario faces the same  
problem.

As we are forwarding these items as

maximum apprenticeship age, we would ask that  
serious consideration be given to recommending  
that a permissive age clause be inserted in  
the Ontario Apprenticeship Act to permit such  
employees to undertake their apprenticeship.  
We would propose that persons coming under this  
clause have a maximum age limit of twenty-five.  
Coupled with this, we request that discussions  
be opened with appropriate Federal Government  
officials in order to explore the implications  
as they may affect those in Government service,  
to would be happy to participate in such dis-  
cussions.

(b) There is also the problem, which we feel  
will be in the near future, of the Federal  
Government employees who at a late stage of life  
will need training or re-training in a technical  
occupation in order to retain a position in  
this new age of automation. We would therefore  
request that this aspect receive the Committee's  
consideration and that tri-partite discussions  
be suggested in item (a) be initiated.

In both these matters, we feel it will  
be appreciated that such problems are not  
confined to the Federal Government employees and  
that his counterpart in public bodies and  
private industries in Ontario faces the same



1  
2  
3  
4  
5 formal recommendations to the Committee, we are  
6 submitting the appropriate number of copies of  
7 this presentation requested in your letter.

8 We would be happy to provide the  
9 Committee with any further information or  
10 assistance."

11 I contacted them subsequently and they  
12 did not want to appear but they asked that their letter  
13 be read.

14 MR. THOMPSON: May I ask why? Was it  
15 because of problems as a civil servant or something?

16 MR. EBERLEE: No, that apparently did  
17 not enter into it. They felt the letter spoke for itself.

18 There is a letter from the City of  
19 Brantford signed by Herbert W. King, Chairman Schedule  
20 5 Advisory Committee for the City of Brantford dated  
21 the 31st of August, 1962:

22 " As previously indicated in our note of  
23 July 13, 1962 the Schedule "5" Advisory Committee  
24 for the City of Brantford beg to submit the  
25 following resolution re Apprenticeship in this  
26 Province.

27 This is in substance the same resolution  
28 which our committee sent to Dr. S. D. Rendall,  
29 Director of Vocational Training for Ontario, on  
30 March 9 of this year, with copies going to the  
local M.L.A.'s, namely, Mr. George Gordon and  
Mr. Robert Nixon:

RESOLUTION RE: APPRENTICESHIP -  
DESIGNATED TRADES

submitting the appropriate number of copies of  
this presentation requested in your letter.  
We would be happy to provide the  
information with any further information or

I contacted them subsequently and they  
did not want to repeat what they said in their letter  
of reply.

Q. What did they say? Was it

because of problems as a result of something?

A. THE CHAIRMAN: No, that apparently did

not enter into it. They is the letter spoke for itself.

There is a letter from the City of

San Francisco signed by Mayor D. Wilson, Chairman Honorable

2 Advisory Committee for the City of San Francisco dated

the 31st of August, 1967.

" as previously indicated in our report of

July 12, 1967, the 25th Advisory Committee

for the City of San Francisco to submit the

following resolution as appropriate in this

This is in substance the same resolution

which our committee sent to Mr. S. U. Randall,

Director of Vocational Training for the State, on

March 1 of this year, with request being to the

local M.A.A.'s, namely, Mr. George Gordon and

Mr. Robert Nixon.



Whereas the present regulations covering apprenticeship in the designated trades in Ontario restrict entrance to persons between the ages of 16 and 21 years;

And Whereas upper age limits have been eliminated in all provinces except Ontario;

And Whereas both dominion and provincial vocational training authorities have recently extended encouragement and facilities for the re-training of unemployed workers under Programme 5, with emphasis on practical vocational courses;

And Whereas one of the primary purposes of such re-training is to provide a "second chance" to men and women, many of whom have missed the opportunity for more adequate education and training, including many over the 21 years of age;

And Whereas the National Apprenticeship Training Advisory Committee and the federal Minister of Labour have recently expressed opinions to the effect that our training programmes must be flexible and not bound by outmoded legislation and regulations;

THEREFORE BE IT RESOLVED -

'That the Brantford Advisory Committee for Programme 5 Training recommend that the Ontario Apprenticeship Act be reviewed and amended to remove any unnecessary restrictions with regard to age and education requirements and to permit more adequate recognition of pre-apprenticeship

whereas the present regulations covering apprenticeship in the designated trades in Ontario result in entrance to persons between the ages of 14 and 21 years; and whereas the present regulations have been eliminated in all provinces except Ontario; and whereas both Dominion and Provincial

extended apprenticeship in the designated trades in Ontario is being considered by the Government of Ontario in connection with the proposed amendments to the Ontario Apprenticeship Act, 1937, and with a view to the establishment of a system of apprenticeship in the designated trades in Ontario which will be similar to the system of apprenticeship in the designated trades in the other provinces of the Dominion; and whereas the Government of Ontario is desirous of establishing a system of apprenticeship in the designated trades in Ontario which will be similar to the system of apprenticeship in the designated trades in the other provinces of the Dominion; and whereas the Government of Ontario is desirous of establishing a system of apprenticeship in the designated trades in Ontario which will be similar to the system of apprenticeship in the designated trades in the other provinces of the Dominion;

and whereas the Government of Ontario is desirous of establishing a system of apprenticeship in the designated trades in Ontario which will be similar to the system of apprenticeship in the designated trades in the other provinces of the Dominion; and whereas the Government of Ontario is desirous of establishing a system of apprenticeship in the designated trades in Ontario which will be similar to the system of apprenticeship in the designated trades in the other provinces of the Dominion; and whereas the Government of Ontario is desirous of establishing a system of apprenticeship in the designated trades in Ontario which will be similar to the system of apprenticeship in the designated trades in the other provinces of the Dominion;

and whereas the Government of Ontario is desirous of establishing a system of apprenticeship in the designated trades in Ontario which will be similar to the system of apprenticeship in the designated trades in the other provinces of the Dominion; and whereas the Government of Ontario is desirous of establishing a system of apprenticeship in the designated trades in Ontario which will be similar to the system of apprenticeship in the designated trades in the other provinces of the Dominion; and whereas the Government of Ontario is desirous of establishing a system of apprenticeship in the designated trades in Ontario which will be similar to the system of apprenticeship in the designated trades in the other provinces of the Dominion;



1  
2  
3  
4  
5 training either in vocational schools or  
6 vocational departments of composite secondary  
7 schools or by courses such as those provided  
8 under Programme 5 (formerly Schedule M).

9 More specifically this Committee re-  
10 commends -

11 That men who have satisfactorily completed a  
12 recognized course of instruction under Programme  
13 5 should be eligible to continue their apprentice-  
14 ship in a designated trade regardless of age  
15 and with proper allowance made in recognition  
16 of such training against the entire term of  
17 apprenticeship.

18 We trust that the above will assist you  
19 in your deliberations re this matter."

20 Then there is a letter from the John  
21 Howard Society of Ontario signed by Mr. A. M. Kirkpatrick,  
22 Executive Director:

23 " Following my letter of June 14th, I have  
24 to advise that our Board of Directors decided  
25 that no further brief on the general aspects of  
26 manpower training should be forwarded from our  
27 Society, since we do not feel competent in the  
28 broader aspects of this matter.

29 They wish, however, to reinforce their  
30 concern regarding the age limit for apprentice-  
ship in the Province of Ontario and again urge  
that this be removed in the interest of the  
population generally as well as those of the  
men we serve."





1  
2  
3  
4  
5 You will recall that the brief that they  
6 had submitted there, I believe, to the Minister of Labour,  
7 was circulated earlier in the year.

8 The final thing is a memorandum from  
9 Mr. McNeill forwarding a recommendation from the  
10 Carpentry trade of Lincoln, Welland and Haldimand Counties  
11 for certification to be given to that trade.

12 The recommendation reads:

13 "The undersigned persons associated with  
14 the Construction Industry (Carpentry trade)  
15 within the jurisdictional area of Lincoln,  
16 Welland and Haldimand Counties seriously con-  
17 sider that a Provincial system of Certification  
18 of the Carpentry trade would be of advantage in  
19 the elevation of the trade and protection of  
20 the standards of the Building Construction  
21 Trades Industry."

22 That is signed by the president of the  
23 local union and the recording secretary.

24 MR. MORNINGSTAR: What does that mean?

25 THE CHAIRMAN: They want to certify  
26 their trade.

27 MR. MORNINGSTAR: So they know what  
28 they are getting, they will be getting qualified people.

29 THE CHAIRMAN: Yes. The electrical  
30 people yesterday wanted the same thing. You would have  
to have a certificate from the Provincial Government  
before you could become a full fledged carpenter.

MR. MORNINGSTAR: You would be a cabinet  
maker too?





1  
2  
3  
4  
5 THE CHAIRMAN: Not necessarily if there  
6 were any differences in categories, but they would have  
7 to go through apprenticeship training.

8 MR. MORNINGSTAR: According to these  
9 other briefs they think there should be no limit for  
10 anyone to be an apprentice, no age limit.

11 THE CHAIRMAN: We have not anything to  
12 the contrary, only one brief yesterday and they decided  
13 that if there was compulsory certification the age would  
14 not enter into it.

15 MR. EBERLEE: The Education Centre  
16 Library of the City of Toronto sent along this thick  
17 document, report on education and employment and  
18 apparently it is quite interesting. I have not yet read  
19 it but Doctor Crispo has so I would pass this around.

20 MR. THOMPSON: May I suggest that Mr.  
21 Morningstar present a summary of this for us at the next  
22 hearing?

23 THE CHAIRMAN: It has been suggested by  
24 one of the members that you present a summary of this  
25 brief next Wednesday.

26 MR. MORNINGSTAR: Perhaps something on  
27 manufacturing, pipe galvanizing.

28 THE CHAIRMAN: We have a group this  
29 morning to present a brief, the Ontario Provincial Council  
30 of the Hotel and Restaurant Employees and Bartenders'  
International Union, AFL-CIO-CLC. I notice in their  
brief it is in the matter of recognition of the trade  
of cook and also for bartenders, and I hope this is so  
because one of our members is concerned about not getting





1  
2  
3  
4  
5 enough bartenders. Mr. Kitching, are you presenting the  
6 brief?

7  
8 SUBMISSION  
9 OF THE  
10 ONTARIO COUNCIL OF THE HOTEL & RESTAURANT EMPLOYEES  
11 AND BARTENDERS' INTERNATIONAL UNION AFL-CIO-CLC.

12 APPEARANCES:

13 Mr. W. Kitching  
14 Mr. A. R. Johnston  
15 Mr. J. C. Duncan  
16 Mrs. I. McShane  
17 Mr. A. Kowalczyk  
18 Mr. P. Zoppa  
19 Mr. T. Young  
20 Mr. S. Goodwin  
21 Mr. C. Ireton  
22 Mr. P. Carberry  
23 Mr. O. Zambri  
24 Mr. J. Chapple

25 MR. KITCHING: Mr. Chairman, I will be  
26 reading the brief. We would like at this time to get  
27 you in the proper mood for food by showing our film which  
28 is called "Hail to the Cook". This undoubtedly will make  
29 you all very hungry and you will want to get out of here  
30 to eat. We would like to run the film and give you an  
idea of what we are trying to bring forward in the  
Province of Ontario.

enough partners. Mr. Kitching, are you presenting the

Mr. Kitching

STATION CO. OF THE LONDON & WESTMINSTER THEATRE  
AND THEATRE CO. LONDON & WESTMINSTER THEATRE

Mr. W. Kitching

Mr. A. R. Johnston

Mr. J. C. Johnston

Mr. A. Johnston

Mr. T. Young

Mr. S. Johnston

Mr. C. Johnston

Mr. P. Johnston

Mr. O. Johnston

MR. KITCHING: Mr. Chairman, I will be

reading the paper. We would like at this time to get  
you in the proper mood for food by showing our film which  
is called "Hail to the Cook". This undoubtedly will make  
you all very hungry and you will want to get out of here  
to eat. We would like to run the film and give you an  
idea of what we are trying to bring forward in the  
Province of Ontario.



While they are preparing that I would like to introduce some of our people to you. On our right is Mr. A. R. Johnston, our International Vice-president for Canada. And then, we have Mr. J. C. Duncan from Hamilton. Next is Mrs. Isabel McShane from Niagara Falls, one of our officers. Then there are Mr. Mark Brown from Windsor and Mr. Kowalczyk and Mr. P. Zoppa from the Lakehead. Then we have Mr. Tom Young of Toronto who is the Secretary of the Council. We have the President and Secretary of the Toronto District Executive of Board, Mr. Goodwin and Mr. Ireton, and Mr. Carberry running the machine who was a chef at the King Edward Hotel.

I might say that there is a great interest in this brief and it is something that many of the cooks and chefs in the province have asked for. We have tried to dress it up a little differently from other briefs that have been presented to you in order to make it of interest to younger people.

--- Mr. Carberry shows movie film entitled "Hail to the Cook".

THE CHAIRMAN: You may carry on now, Mr. Kitching.

MR. KITCHING: Mr. Chairman, with your permission I would like to start reading this brief at the page headed "Introduction".

Before I go any further, I notice that one or two of our people came in during the showing of the film and one of them, Mr. Zambri of the Royal York





Hotel and Mr. Chapple also. Perhaps during the question period they might be able to assist in answering the questions better than I can.

This submission is made to you by the Ontario Provincial Council. The Council is the legislative arm of the affiliated Local Unions of the Hotel & Restaurant Employees and Bartenders' International Union, AFL-CIO-CLC in the Province of Ontario, consisting of fourteen Local Unions with a combined membership in excess of eight thousand men and women.

It is the function of the Council to express the legislative policies of its members to the various Departments of Government. The views expressed in this brief are the elaboration of policies developed in convention and our appearance before you today is a mandate from our members, they represent a viewpoint held and developed over a long period of time and reflect mature consideration and study.

The Council and its Unions are in an advantageous position where in they have had long experience in the service trades, many of its members are chefs and cooks who have maintained committees within the framework of the organization, dedicated to the task of improving the status and dignity of the chef and the cook.

We suggest to you that the Catering Industry offers many advantages to the skilled journeyman, it is not influenced by the seasons like many other industries are, it is a year round business; times of economic stress are not as trying for the chefs and

Hotel and Mr. O'Leary also. Perhaps during the question period they might be able to assist in answering the questions better than I can.

This institution is also run by the Ontario Provincial Council. The Council is the legislative arm of the affiliated and members of the Hotel and Restaurant Association and Restaurant Association. It is also the Provincial Council, consisting of fourteen hotel units, with a combined membership of over 100,000 members and 100,000 employees.

It is the function of the Council to express the legislative policies of its members to the various departments of Government. The Vice President of this Council has the reputation of being the best in the convention and one speaker before you today is a member from our section, they have a very high reputation and have over a long period of time in relation to the consideration and study.

The Council and its members are in an advantageous position where in they have the long experience in the hotel trade, many of its members are chefs and cooks who have attained an outstanding position in the framework of the organization, and they are the best of improving the status and dignity of the chef and the chef.

We suggest to you that the Catering Industry offers many advantages on the skilled journeyman, it is not influenced by the seasons like many other industries and, it is a year round business; that of economic stress and not as trying for the chefs and



1  
2  
3  
4  
5 cooks as for other tradesmen because people must eat  
6 regardless of the condition of the country. There is  
7 always a demand for expert chefs and cooks. All this  
8 points to cooking as affording steady employment.

9 The Culinary Arts -- probably the oldest  
10 of the skilled trades, using very much the same tools  
11 of the trade and with modern refinements following the  
12 same recipes and formulas will certainly be one trade  
13 that will never become affected by technological changes,  
14 unless it may grow with importance because of the  
15 increasing mechanization of other industries.

16 It is an established fact that there  
17 is a shortage of trained chefs and cooks in Ontario and  
18 that there is a definite need for a Culinary Institute  
19 dedicated exclusively to practical training in the art  
20 of cooking.

21 There is an urgency to our appeal for  
22 the recognition of the trade of cook as a designated  
23 trade under the Apprenticeship Act of Ontario. Few  
24 replacements are coming into the Industry. The surveys  
25 conducted by the Provincial Council over the past ten  
26 years and the reports received from other interested  
27 organizations indicates that the present average age of  
28 chefs working at the trade is 60 years, while the average  
29 age of kitchen workers on the whole is 45 years.

30 For every two skilled cooks and chefs  
who retire or otherwise leave the industry only one  
embryo cook enters.

There is a decline in the number of  
European chefs coming into Canada and we are advised





that the average age of European trained chefs at present in this country is 63-1/2 years.

In our day by day working relationship with the many employers of chefs and cooks, whether we have trade agreements with them or not, we have found that qualified tradesmen in the Culinary Arts are at a premium.

Some facts and figures from the National Employment Service in Toronto at this point are worthy of consideration. Please bear in mind that these figures cover only Metro Toronto (excluding Long Branch and Weston).

For the first six months of 1962 the total number of registered workers seeking employment averaged between 30 and 66 thousand. The month of February was the highest with 66 thousand and June the lowest with about 30 thousand - composed of 18,812 males and 11,369 females.

The following chart will indicate the proportion of workers registered from our particular industry:

	Jan	Feb	Mar	Apr	May	June
chefs & cooks (male)	480	518	491	356	303	160
waiters (male)	397	415	365	326	256	165
Kitchen help (male)	508	505	512	476	316	347
cooks general(female)	110	103	91	102	75	81
waitresses (female)	368	374	426	450	350	444
kitchen help (female)	340	347	344	330	291	279

We can tie in the number of registrations with the job vacancies for the same period by keeping in





mind the NES does have a definite period each week when they tabulate all movements within the area so for a short space of time it is possible to make a reasonably accurate comparison. That time, I understand, is three-thirty every Thursday afternoon. We find then:

MONTH OF JUNE, 1962

	<u>Registered</u>	<u>Vacancies</u>
chefs & cook (male)	160	78
waiters	165	65
kitchen help	347	19
cooks general (female)	81	11
waitresses (female)	444	254
kitchen help (female)	279	36

From the above chart we must arrive at one conclusion, for a period of time during June 1962 there were 78 jobs available for cooks or chefs while at the same time 160 cooks and chefs were registered for work who could not qualify for these jobs because the employer can accept or reject the applicant for a number of reasons and the main reason being lack of trade qualifications. In fact, we are advised by the "Dep't" within NES which places food handlers that less than half of the persons who register as cooks or chefs can qualify for these positions. We are also advised that the head of this particular Department of NES is quite efficient at Trade Testing when it comes to checking the qualifications of a cook or chef.

Mr. Chairman and Members of the Select





Committee on Manpower Training, the foregoing matter constitutes our presentation to the extent of indicating to you the merit of placing the trade of cook within the framework of the designated trades under the Apprenticeship Act of Ontario.

We trust we have subscribed to your deliberations to the degree of showing you that the Culinary Trades do not contribute to the ranks of the unemployed in any large proportion of the labour force, indeed to the contrary:--

"a good cook needs never to be out of work".

Mr. Chairman with your permission we now proceed to the "trade of a cook" being the result of over 10 years of concentrated effort and study by our committees to place on paper the ways and means whereby qualified chefs and cooks can attain "journeyman status" in their chosen profession.

As a supplement to our presentation of this brief we are pleased that you have arranged to view our motion picture "Hail to the Cook" a 23-minute 16 mm, film in full colour with musical track and commentary.

The picture shows people in training, some of the footage was taken in the kitchens of large Hotels, some taken in Trade Schools to bring to your attention what is required in the way of training cooks and chefs. We are sure this film will demonstrate to all who view it that our organizations are concerned with helping to recruit the men and women needed to man our Canadian kitchens.

All of the chefs and cooks employed in





Ontario at the present time gained their manual skills and knowledge in a variety of ways:-

a small number have come to us from Continental Europe -- where most countries maintain Food Trade Schools under Government supervision.

Many gained valuable knowledge in the Armed Services of World War II there being such a great shortage of cooks and chefs that each of the three services established crash programs of training cooks.

Some took advantage of the Rehabilitation Program of the Federal Government -- in Ontario, a cooking course was established at the Ryerson Institute, where we have been advised over 200 trainees graduated during the two years of operation. The circumstances whereby this school of cookery closed its door is a source of mystery to our committee members.

However, a great number have attained knowledge and skill through their own initiative seeking knowledge wherever available and manual aptitude from fellow-workers as they move in and out of the industry on a hit and miss basis.

The educational standards of some competent cooks are below average compared to others who have a grade X knowledge or a college education.

It is recognized by most employers of chefs and cooks that in the past, emphasis has been placed on the manual skill of the employee. The educational standards not being a requisite to employment, kitchen hygiene and personal hygiene were left out or regulated in accordance with the attitude of the chef or

Statistic at the present time gain a third of their  
and knowledge in a variety of ways.

A small number have come to know

Continental Europe - where most countries maintain high

Trade Schools under Government supervision.

Many nations maintain industries in the

United Kingdom of World War II have been such a great

source of goods and other things of value.

Statistics calculated from programs of the United States

show the importance of the United States

program of the Federal Government - in the world, a new

the course was established at the United States

State and have been under the Federal Government

during the war of 1914-1918. The United States

strongly this source of goods and other things of value.

source is essential to our economic progress.

Source of goods and other things of value.

Knowledge and other things of value are essential

to the progress of the world and the progress of the

United States as they come in and out of the United

States and other things of value.

The educational standards of the

of public schools are being lowered to a level that

have a grade X knowledge of a subject as a condition

it is recognized by the employers of

chiefs and cooks in the past, emphasis has been

placed on the manual skill of the employee. The student

manual standards not being a condition to employment.

Technical hygiene and personal hygiene have been

regulated in accordance with the standards of the United



1  
2  
3  
4 cook in these matters.

5 Today, employers seek chefs and cooks  
6 who have progressed through the industry and have attained  
7 qualifications which indicate supervisory or executive  
8 ability also becoming well versed with all aspects of  
9 food preparation and control.

10 This new concept of higher standards of  
11 competence and more uniformity in food preparation can  
12 only become a reality by the expedient of requiring all  
13 chefs and cooks employed at the trade to be certified  
14 and thus be recognized as having attained skills and  
15 knowledge worthy of recognition as being of "journeyman  
status".

16 We have been interested in the Provin-  
17 cial Apprenticeship Program in Alberta, where the trade  
18 of cook was designated under the Apprenticeship Act in  
19 June, 1957. The program provided for the certification  
20 of journeyman. It is of interest to note that to-date  
21 July 1962, 150 certificates have been issued, 14 cooks  
22 have graduated and there are 39 registered cook apprentices  
within the industry.

23 Our committee estimates the number of  
24 chefs and cooks presently employed in the Province of  
25 Ontario as eight thousand, not one of whom - under any  
26 regulation of the Government of Ontario - can present  
27 proof of qualification at his trade ----- the Province  
28 of Alberta being the only Province in Canada that has  
established regulations pertaining to the cooking trade.

29 We respectfully submit for your consider-  
30 ation and approval a tentative outline of practical

cook in these matters.

Today, employers seek chefs and cooks who have progressed through the industry and have certain qualifications which indicate opportunity for advancement. Ability also becoming well versed with all aspects of food preparation and control.

This new concept of higher standards of competence and more uniformity in food preparation has only become a reality by the expedient of recruiting and training chefs and cooks employed in the trade as well as those who are recognized as having acquired skills and knowledge worthy of recognition as being of "professional status".

We have been interested in the International Apprenticeship Program in Alberta, where the trade of cook has been included under the apprenticeship Act in June, 1954. The program provided for the certification of journeymen. It is of interest to note that between July 1957, the certificate was given to 14 cooks have graduated and there are 23 registered apprentices within the industry.

Our committee estimates the number of chefs and cooks presently employed in the Province of Ontario as eight thousand, not one of whom is under any regulation of the Government of Ontario - can present proof on a point which is not true - the Province of Alberta being the only Province in Canada that has established regulations pertaining to the cooking trade. We respectfully submit for your consideration and approval a tentative outline of Provincial



1  
2  
3  
4 regulations applicable to the cooking trade, which we  
5 feel necessary for the complete emancipation of the  
6 industry.  
7

8 QUALIFICATIONS OF A COOK

9 At the present time there is no uniform  
10 yardstick by which we can measure the qualifications of  
11 a cook, that is to say, a person is a cook if he fills  
12 the needs and requirements of the firm or establishment  
13 in which he is employed.

14 A cook employed by one firm may not be  
15 able to meet the requirements of another firm.

16 It is very important that the qualifi-  
17 cations of a cook be established, and to this end we  
18 submit what we consider are the required skills a person  
19 should have to work at the trade of cook with journeyman  
20 status.

21 First, we find most dictionaries define  
22 a cook as "one whose occupation is to prepare food for  
23 the table": boiling, roasting, baking, broiling, stew-  
24 ing, frying, etc., to dress, as meat or vegetable, for  
25 eating.

26 The standard requirements for a cook is  
27 a basic knowledge of soups, sauces, roasts, broiling,  
28 boiling, stewing, steaming, frying, baking, butchery,  
29 cold meats and salads.

30 Below these basic requirements are  
assistants or helpers and above these requirements are  
chefs who have a thorough knowledge of the business;  
menu planning, costs control etc.





In order to obtain a certificate of qualification as a journeyman cook, a person should be proficient in a number of basic operations and practices:-

1. Operate various types of kitchen ranges.
2. Operate refrigerators and deep freeze units.
3. Prepare soup stock.
4. Prepare quarters of beef for cooking.
5. Prepare sides of pork, veal and lamb for cooking.
6. Prepare poultry and game for cooking.
7. Prepare fish for cooking.
8. How to roast, stew and broil meats.
9. How to deep fry and pan fry fish.
10. How to prepare potatoes, boiling, steaming, mashing, etc.
11. How to operate slicing and mixing machines.
12. How to grind and chop meats.
13. How to prepare egg dishes.
14. How to short order breakfast dishes.
15. How to do simple a la carte methods of cooking.
16. How to make in quantity, yeast leavened goods.
17. How to make in quantity, pies and tarts, cakes, etc.
18. How to make desserts, puddings, gelatine and milk, etc.
19. Be familiar with hand and machine type dishwashing principles.
20. Have working knowledge of food hygiene, pest control and local by-laws re food-handlers.

Desirable practices

Just as in many other trades there are





1  
2  
3  
4 techniques and information of a background nature which  
5 are not in themselves intimate cooking essentials but  
6 which should be mastered and which account for individual  
7 differences in the performance of the work of a journey-  
8 man cook: some of these are - cleanliness, personal  
9 hygiene, an orderly sequence of work, care of hand and  
10 and power operated tools, care of supplies and a conscious-  
11 ness of costs involved, a knowledge of quality and  
12 quantity control, interest in cooperativeness, all of  
13 which would be very helpful to proficiency in kitchen  
14 management.

#### 15 APPLICATION

16 We recommend that the regulations of  
17 the designated trade of cook shall apply to all such  
18 persons working within the kitchens of:- Hotels, Motels,  
19 Clubs and Restaurants etc., Hospitals, Institutions and  
20 Resorts where food is prepared for consumption. Boarding,  
21 Mining, Construction and Logging Camps, Industrial  
22 Cafeterias, food services in Departmental-stores and  
23 Drug-stores, railroad dining-cars, etc. and crafts that  
24 ply the waters out of Ontario home Ports, and all other  
25 establishments that provides Commercial food service to  
26 the public.

#### 27 CERTIFICATE OF QUALIFICATIONS

28 We recommend that it shall be compulsory  
29 for all persons working at the trade of cook to have a  
30 Certificate of Qualification unless they are registered  
apprentices or persons on a probationary period of three

techniques and information of a background nature which  
are not in themselves suitable for use in this part

differences in the performance of the work of a manager  
and cook: some of these are - cleanliness, personal  
hygiene, an orderly appearance at work, care of hands and  
uniform, orderly work, care of equipment and a continuous  
loss of costs involved, a knowledge of quality and  
quantity control, interest in occupational progress, etc.  
which would be very helpful to productivity in a kitchen  
management.

It is recommended that the following be  
the assigned tasks of cook which apply to all areas  
persons working with in the kitchen - House, hotel, club,  
canteen and restaurants etc., shops, etc. Institutions and  
caterers where food is prepared for consumption. Generally,  
kitchen, construction and logging, etc. Institutions,  
caterers, food services in restaurants, etc. and  
drug-stores, railroad dining-cars, etc. and others that  
give the workers out of domestic home foods, and in other  
establishments that provide commercial food service to  
the public.

#### 1. QUALIFICATIONS

It is recommended that all persons working in this field of work should have a



months. We further recommend that it shall be prohibitive for persons to work at the trade of cook unless they are in possession of a current Certificate of Qualification.

#### PRESENT WORK FORCE

We recommend that all persons presently working as cooks or chefs in the Province of Ontario, shall have a two year period from the time the trade of cook is proclaimed as a designated trade in which to apply for and perfect a Certificate of Qualification.

We suggest that this period of time to allow present cooks in the industry to attain journeyman status shall be reviewed from time to time by the advisory committee in accordance with the experience of the program.

#### PROOF OF EXPERIENCE

We recommend that each applicant for a Certificate of Qualification (within the two year period or extension thereof) shall also furnish proof of experience by a letter from his employer to the Department of Labour.

#### TRADE TEST AT INTERVALS

We suggest that any such applicant failing to pass the required test of knowledge shall be provided with a letter of authority by the Department of Labour, permitting him to work at the trade, until he has passed his test or been advised to seek other means of employment.





EDUCATIONAL FACILITIES

It is recommended that educational facilities be provided to applicants for Certificates of Qualification so they can avail themselves of night-classes or correspondence courses.

APPRENTICESHIP TRAINING FOR PRESENT WORK FORCE

Any person working at the trade of cook at the time the trade is proclaimed and designated and who desires to become immediately indentured and registered as an apprentice, should be permitted to do so, at which time all regulations pertaining to Apprenticeship shall apply.

APPRENTICESHIP

QUALIFICATIONS FOR APPRENTICESHIP

We recommend that apprentices in the trade of cook must be at least 16 years of age and have Grade X educational qualifications or better.

That the apprenticeship period shall be three years, including a three month probationary period.

RATES OF WAGES - we recommend -

That the rates of wages for apprentices shall be:-

for the first year.....40%

for the second year.....70%

for the third year.....90%

of the rate of a journeyman employed in the same designated trade as the apprentice.

It is recommended that educational

facilities be provided to applicants for certification of

justification so they can assess themselves of right-

classes or correspondence courses

Any person working at the time of the

at the time the time is provided for the design and

who desires to become immediately independent and register

as an apprentice, should be permitted to do so, in

which time all regulations pertaining to apprenticeship

shall apply

#### APPROVEMENTS

#### REQUIREMENTS OF APPLICANTS

The minimum age of applicants in the

trade or work must be at least 16 years of age and have

Grade 8 educational qualifications or better.

That the apprenticeship period shall be

three years, including a three month probationary period.

#### TERMS OF EMPLOYMENT

That the terms of wages for apprentices

For the second year..... 100%

For the third year..... 100%

of the rate of a journeyman employed in the same occupation

shall be the apprentice.



TRADE SCHOOL - we recommend -

That each apprentice shall be required to attend special training courses at a Provincial Food Trades School set up for the purpose and that such courses shall be not less than eight weeks in each of the three year periods.

That living allowances shall be provided by the Department of Labour to cover the cost of board and room for the apprentice and that transportation cost for out of town apprentices shall be provided at the beginning and end of the course. There shall be no tuition fees levied upon the apprentice.

NUMBER OF APPRENTICES - we recommend -

The number of apprentices who may be apprenticed to each employer should be: one (1) where the employer is a journeyman cook and does not employ a journeyman or where he is not a journeyman cook and does employ a journeyman cook. In all other cases one (1) additional apprentice for every four (4) journeymen cooks employed.

ADVISORY COMMITTEE - we recommend -

That a Provincial Advisory Committee for the designated trade of cook be appointed, comprising of equal representation from Employers, Government and Labour.

COOKS, CHEFS AND MASTER CHEFS - we recommend -

That consideration be given to establishing three branches of the designated trade:





1. The immediate requirement as defined herein, being the basic trade of cook with journeyman status which may be indicated by Branch "C".
2. The trade of "Chef" which may be indicated by designating as Branch "B".
3. The trade of "Master Chef" which may be designated as Branch "A".

The qualifications for these branches should be predicated upon the following years of employment in the industry as a cook.

Branch "A" (Master Chef) not less than seven (7) years experience.

Branch "B" (Chef) not less than five (5) years experience.

Branch "C" (journeyman cook) three (3) years apprenticeship or Certificate of Qualification plus proof of experience from employer.

#### CONCLUSION

Mr. Chairman and Members of the Select Committee on Manpower Training. The foregoing observations are submitted to you with a desire to advance the objectives which our organization is striving for and we feel that when the regulations pertaining to the trade of cook are put into action the whole population of Ontario will benefit from it: also, it will give considerable impetus to the tourist trade and most of all encourage young people to enter the Culinary Trades as their chosen profession.

There are many aspects to the establish-

The immediate requirement is to find out what the basic facts of the case are, and to see whether they may be established by the evidence.

The facts of the case are, as stated by the evidence, that the defendant was found in possession of the goods.

The facts of the case are, as stated by the evidence, that the defendant was found in possession of the goods.

The facts of the case are, as stated by the evidence, that the defendant was found in possession of the goods.

The facts of the case are, as stated by the evidence, that the defendant was found in possession of the goods.

The facts of the case are, as stated by the evidence, that the defendant was found in possession of the goods.

The facts of the case are, as stated by the evidence, that the defendant was found in possession of the goods.

The facts of the case are, as stated by the evidence, that the defendant was found in possession of the goods.

The facts of the case are, as stated by the evidence, that the defendant was found in possession of the goods.

The facts of the case are, as stated by the evidence, that the defendant was found in possession of the goods.

The facts of the case are, as stated by the evidence, that the defendant was found in possession of the goods.

The facts of the case are, as stated by the evidence, that the defendant was found in possession of the goods.



1  
2  
3  
4  
5 ing of the trade of cook as a designated trade under the  
6 Apprenticeship Act of Ontario that are not foreseeable  
7 at this time so we think that it will take at least  
8 five (5) years to get the regulations and the labour  
9 force in tune, yet we urge that action be taken immedi-  
10 ately to have the trade of cook included in the designated  
11 trades.

12 Attached hereto there are copies of  
13 letters from interested firms within the Food Industry  
14 whose comments are worthy of study, also letters from  
15 Employers who indicate their interest in the trade of  
16 cook and apprenticeship training.

17 We thank you for your attention and  
18 sincerely trust that your Committee will recommend the  
19 adoption and implimentation of the matters contained in  
20 this "brief".

21 Respectfully submitted on behalf of  
22 the Ontario Provincial Council of the Hotel & Restaurant  
23 Employees and Bartenders' International Union and its  
24 affiliated Ontario Local Unions.

25 THE CHAIRMAN: Are there any questions?

26 MR. BOYER: I think this is a very good  
27 argument. There was one question I wanted to ask: On  
28 page 3 where you list the chefs, waiters, kitchen help,  
29 cooks general, waitresses and female kitchen help and the  
30 vacancies, would you say the other months of the year  
would be comparable to that?

MR. KITCHING: Yes.

MR. BOYER: I was wondering if there was  
a movement of people from the cities to the various areas





1  
2  
3  
4  
5 which might account for the vacancies?

6 MR. KITCHING: There is a move, there is  
7 a demand for chefs at that particular time and the wages,  
8 of course, are something to bear in mind. There is a  
9 general migration into the tourist field in June and July.

10 MR. BOYER: Do you think there would be  
11 that many vacancies in other periods of the year?

12 MR. KITCHING: Oh, yes, there are always  
13 vacancies. When we speak of chefs and cooks, there is  
14 no guarantee these are actually chefs and cooks. A man  
15 has to register for something when he goes for a job and  
16 these fields, they are safer to have registered as a  
17 cook because they are not going to get to a cooking job  
18 so quickly, they will be trade tested along the line.  
19 While these figures may indicate chefs and cooks there is  
20 no definite proof at this time that they have worked at  
21 the trade.

22 MR. CARRUTHERS: You think this programme  
23 could be assisted by the present vocational training in  
24 the secondary schools? There are very few boys entering  
25 a home economics course, but should they be encouraged  
26 to go into this course as part of a programme such as  
27 this, and could they get credit for it?

28 MR. KITCHING: Our people would agree  
29 with credits wherever training is available but is this  
30 course that you speak of going to be province-wide?  
After all, there are back fields, small towns, and there  
is a problem that many of these people in the different  
parts of the province are not going to be able to get  
sufficient training in the schools. This will be a big





1  
2  
3  
4  
5 problem. In the City of Toronto, of course, it would be  
6 all right.

7 MR. CARRUTHERS: I think a majority of  
8 the large towns have home economics in their programmes.

9 MR. KITCHING: Yes.

10 THE CHAIRMAN: Where a boy or girl was  
11 to take home economics would you allow them any standing  
12 when they started as apprentices?

13 MR. KITCHING: Yes, as far as I am  
14 concerned we would agree to credits for any type of train-  
15 ing no matter where it is available if they accept that  
16 training those credits will be available. We do not want  
17 to become a stumbling block to any credit.

18 A very important thing we might have  
19 passed over. Talking about these charts, you will notice  
20 waitresses. Now, this is not applicable to cooking, but  
21 the waitresses, you will notice there were 444 waitresses  
22 out of work and there were 254 vacancies. Now, no one  
23 can give us a satisfactory answer as to why. We are all  
24 familiar with Toronto and we see practically every  
25 restaurant has a notice in the window "Experienced  
26 waitress wanted", while at the same time there are 254  
27 vacancies. No one can get an answer on that particular  
28 aspect of the problem. Of course, our answer is that the  
29 wages and the working conditions are the most important  
30 things. We might say that in Toronto for this type of  
job, based on the minimum wage at the present time, it  
is a basic \$30.00 a week or whatever figure we strike.  
Working conditions could be fairly constant, but they  
may get paid for Christmas Day or New Year's Day.





1  
2  
3  
4  
5 Now, what else is there for waitresses not to take these  
6 jobs; if the wages are basic and the conditions are basic,  
7 what is wrong? Well, from our point of view we always  
8 say it is the tips, these girls are searching for a place  
9 where they can improve their wages by tips. You can  
10 actually go in one place in the morning for breakfast  
11 and be served by a waitress and for dinner go to another  
12 place and have the same girl. Now, she cannot live on  
13 her wages and she is looking for more money. I am not  
14 talking about chefs and cooks. These people are looking  
15 for better conditions along the line. This is just one  
16 side of it.

17 MR. BRUNELLE: You mention on page 5  
18 that the cooking course was started at the Ryerson  
19 Institute where "200 trainees graduated during the two  
20 years of operation." It is a source of mystery to our  
21 Committee members, surely there must be some reason for  
22 the closing of this school?

23 MR. KITCHING: Well, actually I am an  
24 ex-soldier, I went through school in Guelph run by the  
25 R.C.A.F. I know all about the Ryerson Institute. After  
26 the war I was working for the Abitibi Pulp and Paper in  
27 the bush camps and we accepted these graduates and they  
28 were good, but eventually those that were on the course  
29 finished, and it just died. In talking to the director  
30 up there not too long ago, he indicated it was just one  
of those things, it just died a natural death when the  
lady who was interested in it died and that was it. As  
you notice on the back page there is a letter from one  
of the instructors, Mr. Winton, and he was an instructor





1  
2  
3  
4  
5 at the time.

6 MR. BOYER: Ryerson is starting up a  
7 culinary school in a few months, I believe?

8 MR. KITCHING: Well, the culinary school  
9 at Ryerson was in operation after the war and eventually  
10 it went out, and now they brought in place of it a hotel  
11 management course, and that has nothing to do with cooking  
12 at all.

13 MR. CARRUTHERS: Is there a supply of  
14 trained instructors available?

15 MR. KITCHING: Well, as far as we are  
16 aware, many of these top flight chefs from the various  
17 hotels --- some of these people are here and can speak  
18 for themselves --- would be willing to provide their skill  
19 and knowledge to the prospective apprentice. There is a  
20 great interest in the higher brackets in order to assist  
21 the young people to come in. I do not think there  
22 would be any trouble obtaining the proper instructors  
23 both in butchery or any aspect of the training programme.

24 MR. ZAMBRI: If I might speak to this  
25 question; the general manager of the Westbury Hotel and  
26 also the Chairman of the Toronto Convention Hotels is  
27 certainly very interested in this and we are going on  
28 convention on Sunday and when we get back to Toronto he  
29 is going to convene a meeting with certain individuals  
30 of the Toronto Convention Hotels to see what can be done.  
His chef is from France and has a deep knowledge of the  
business and is very interested. The chef from the King  
Edward Hotel has said on many occasions that he will be  
glad to assist in any way he can. The Toronto Convention





Hotels are certainly very interested and willing to supply --- I do not know whether they will supply money, but they are certainly very interested in this. These people all feel there is a great need and would be prepared to assist in any way they could. Speaking for myself, I am very interested in the trade of cooking because I do eat on many occasions.

MR. JOHNSTON: I was Director of the Ryerson Cooking School in the post-war period and I cannot remember actually the percentage of apprentices that finished, but I do remember it was low, and the reason for that was there was no specific requirement as to when a man was a cook. In short, a man went through the process and when he was satisfied that he thought he was a cook, he was the only one who was required to be satisfied. That is why the great stress is upon the need for the defined apprenticeship and defined journeyman. We have in the plumbing trade, for instance, a journeyman who requires a certificate to say that he is, so the pride of his accomplishment and the pride of his journeyman's ticket, we know that man will not use inferior materials in the performance of the duties of his trade. We do not have such a requirement or such pride in the cooking business, and notwithstanding the fact that it is much more important from the viewpoint of the general welfare of the community and the general health than any of the other industries that do have journeyman requirements.

In looking at the film you are impressed with the skill, the demonstrated skill, but perhaps what





1  
2  
3  
4  
5 is inclined to go over someone's head in looking at that  
6 film is the immaculate cleanliness of every operation  
7 within the trade. In the trade we find that unfortun-  
8 ately there are many employers, not including the better  
9 class dining rooms, but there are many employers in the  
10 Province of Ontario and throughout Canada generally who  
11 have a complete disregard for cleanliness. These people  
12 have a complete disregard for when meat should be sold  
13 to the public. We know there are occasions when meat  
14 is disguised to make it palatable when it should have  
15 been relegated to the garbage can two days before it was  
16 used. If we had a journeyman's ticket requiring this,  
17 you would have a confidence in the trade and they would  
18 stand up and refuse to associate with employers who do  
19 not require stringent cleanliness and other things that  
20 go with the necessity for good cooking.

21 We spend thousands of dollars per year  
22 in Ontario advancing the tourist industry, and we know  
23 in the trade outside of the first-class restaurants that  
24 the ability of a tourist to get a decent meal in the  
25 Province of Ontario is almost negligible. Perhaps this  
26 could be taken back to an earlier comment from one of  
27 my associates where he referred to hamburgers and  
28 hamburger sandwiches. There are many restaurants in  
29 Ontario where the limit of their ability is a hamburger.  
30 As a matter of fact, many employers boast of the fact  
that the person they employ is not a cook, he is only a  
hamburger cook.

We think the interest of the public will  
be very well served by your Committee making a strong





1  
2  
3  
4  
5 recommendation and using your good offices to emphasize  
6 the necessity for accredited journeyman cooks and some-  
7 thing along the lines advanced by my associates here in  
8 arriving at perfection and then perfection after per-  
9 fection is arrived at.

10 MR. THOMPSON: In connection with Mr.  
11 Johnston's remark, one of the areas where you want to get  
12 experience is in drugstores and you are saying that the  
13 chef has to have not less than five years' experience;  
14 a man who has worked in a drugstore for five years,  
15 would this be sufficient experience to make him into a  
16 category of a chef, perhaps B grade?

17 MR. KITCHING: When you are dealing with  
18 restaurants, drugstores and so on, applicable to the  
19 number of cooks or chefs you are going to come up with  
20 a problem. There are two hundred, from our account,  
21 two hundred restaurants and such places as drugstore  
22 snack-bars in Toronto alone, and many of these places  
23 have less than twelve stools, therefore, there would be  
24 only the one cook. This is not going to be the heaviest  
25 demand for apprentice training as a cook, because they  
26 cannot provide training, they will never be in a position  
27 to provide training. In that type of drugstore,  
28 restaurant or cafe, unless it is of a higher calibre  
29 where there are four or five cooks working, I doubt very  
30 much that the chef is far above the basic requirements  
in a restaurant or such places as you mentioned.

MR. THOMPSON: What would you get in  
this kind of place?

MR. KITCHING: The restaurants?





1  
2  
3  
4  
5 MR. THOMPSON: I was thinking of snack-  
6 bars, how would you insure the public are --- I do not  
7 know a great deal about it, but certainly there is a  
8 skill in making a good hamburger. I have been trying to  
9 get a good hamburger for a long time and have not  
10 succeeded. How do you insure that the public are getting  
11 clean, good food?

12 MR. KITCHING: In the first place, we  
13 indicate in our brief everyone working in the trade must  
14 pass a trade test, he must show proof of experience to  
15 be a cook. There is no doubt when these people do pass  
16 that trade test, they are going to seek a higher type of  
17 work than in the small restaurant. Far be it from me to  
18 knock a man working in the small restaurant, he is doing  
19 a job and being paid for it, but, nevertheless, they will  
20 seek the higher remuneration if they acquire skills over  
21 and above that of a snack-bar. That is one place where  
22 an advisory committee, where the application is going to  
23 have a problem. That would be the seat of my problem.  
24 To my thinking many people only require a certain amount  
25 of skill to maintain that type of work and unfortunately  
26 in order to be a chef or a cook they are going to have  
27 skills over and above what they are working at and they  
28 are going to seek more money or better jobs.

29 MR. JOHNSTON: Restaurants are licensed  
30 to operate in most communities in Ontario and if we  
identify cooks and chefs journeymen then there could  
possibly be very soon a requirement that a restaurant  
licence would command the operator to have to identify  
a cook journeyman in charge of the operation. Many of





1  
2  
3  
4  
5 you who step into an elevator from time to time, you  
6 notice the elevator operator is licensed. Now, that is  
7 a requirement so that the public will have a measure of  
8 safety in the operation. I believe it would be an early  
9 step that we do identify cooks and the requirements of  
10 the cooks that they measure up to the point where  
11 restaurants will be proud to put on the wall the licence  
12 or certificate of competence of their cook in charge of  
13 the operations. In this case it would be a tendency on  
14 the part of the public to look for it and thus advance  
15 the interests of the trade and the welfare of the fellow  
16 who eats his lunch downtown.

17 MR. CARRUTHERS: Would every hamburger  
18 stand be licensed?

19 MR. JOHNSTON: Well, they are and they  
20 are inspected by the City of Toronto Health Department  
21 but they are not inspected for competency, they are  
22 inspected for alleged cleanliness. Now, there is no  
23 inspection that can implement cleanliness; the only  
24 thing that can implement cleanliness is the determination  
25 of the man in charge of the operation that the place will  
26 be clean and that he will see that it is clean. If this  
27 man is a journeyman cook he will be proud of the fact  
28 and he will not work in a dirty restaurant.

29 I had occasion in Winnipeg not very long  
30 ago to complain of some food I was eating. The gentleman  
31 I was along with laughed at me and said "This time I have  
32 got you because it is one of your cooks from the West  
33 who made that meal and he tells me he knows you". Well,  
34 I went to meet the man and I said to him "Did you turn





1  
2  
3  
4 this thing out?" And he said "Yes, I did." I said,  
5 "What happened to you?" And he said "It is the fellow  
6 who operates this restaurant who does not know anything  
7 about the restaurant trade and I need a job and if he  
8 tells me to do it this way, I know it is wrong, but I  
9 do it his way irregardless because I need this job."  
10 We have that condition because the man is not an identi-  
11 fied man and there is always a shoemaker, as we call  
12 them in the trade --- a man who is not a cook but works  
13 as a cook is called a shoemaker --- there is always some-  
14 one like that around. However, there is always a danger  
15 that the competent chef today takes umbrage against  
16 conditions in which he works, the employer will say,  
17 "Get out of my way and I will have a shoemaker in your  
18 place in the morning at half the wages you are getting".

18 THE CHAIRMAN: We do not license  
19 elevator operators in Ontario, we license the elevator  
20 only.

21 MR. JOHNSTON: That has been a tendency  
22 since the elevator operator disappeared.

23 THE CHAIRMAN: If this trade was  
24 certified the people that are already employed in the  
25 trade such as the cook or whatever we call them in the  
26 drugstore, what category would you place him in?

27 MR. KITCHING: Well, in the lowest  
28 category, he would be an apprentice in the lowest possible  
29 category until such time as he proves himself.

30 THE CHAIRMAN: He is what you call a  
short-order cook?

MR. KITCHING: Right now he is.





1  
2  
3  
4  
5 THE CHAIRMAN: Would you have to prove  
6 he has knowledge above a short-order cook?

7 MR. KITCHING: He would have to fulfill  
8 the requirements as set out by the advisory committee.

9 MR. THOMPSON: One of those things is  
10 experience and you say that his experience at serving  
11 hamburgers would not be sufficient?

12 MR. KITCHING: It would not be sufficient  
13 to qualify him as a cook.

14 MR. CARRUTHERS: He would not come in  
15 under class C?

16 MR. KITCHING: He would have to pass a  
17 test.

18 MR. CARRUTHERS: At the Canadian Nation-  
19 al Exhibition you would have a class C cook?

20 MR. KITCHING: Those are only one month  
21 operators per year and I do not know where they come  
22 from but they probably would never pass a test. These  
23 are people who would have to go and find a place somewhere  
24 else.

25 MR. CARRUTHERS: They would not be  
26 allowed to operate?

27 MR. KITCHING: Oh, no.

28 MR. EBERLEE: How far would you carry  
29 this? You may have a small summer resort operation, a  
30 farm, and the farmer's lady does the cooking for two  
months a year or you might have a boarding house where  
the landlady is doing the cooking; how far would you  
carry the compulsory certification?

MR. KITCHING: As I say, it would take





1  
2  
3  
4  
5 five years to get these things --- those things would  
6 have to be examined as you reach them. Right now no one  
7 has asked a most important question, and that is, "How  
8 many of the present labour force could pass or qualify  
9 for it?" If we could say only fifty per cent of the  
10 present labour force could pass, what about the other  
11 fifty per cent? From our information, fifty per cent of  
12 the present labour force could pass a test and there is  
13 no doubt they can. Then, of course, the remaining  
14 twenty-five per cent of the fifty per cent would require  
15 some study to upgrade them to the requirements. Then,  
16 of course, as we go on from our experience, I suppose  
17 some of these men would never make a cook. Of course,  
18 there may be a shortage of cooks for a while until we  
19 have apprentices coming through which will be three years  
20 and that is why we indicate at least a five year programme

21 I would say in answering your question  
22 that eventually in the years to come no matter who it is,  
23 a small boarding house or what it is, anybody taking up  
24 a knife, if you want a cook you have to get a qualified  
25 cook. That is the only way to handle it, compulsory  
26 certification.

27 DOCTOR CRISPO: On page 3 you say:

28 " The NES does have a definite period each week  
29 when they tabulate all movements within the  
30 area ....."

31 I would like to ask what is the organi-  
32 zation for bringing your demand and supply together?  
33 Are you likely to depend on the NES? Where does the  
34 union come in as an employment agency, what part does it





1  
2  
3  
4  
5 play?

6 MR. KITCHING: At the present time the  
7 union does not hire for the requirements of a hotel or  
8 restaurant. It would be an impossibility for them to do  
9 this. They depend on any local advertising for that.

10 DOCTOR CRISPO: But there may be a  
11 reference to NES for the quality of the person?

12 MR. KITCHING: It may be.

13 DOCTOR CRISPO: NES would be expected to  
14 have this registration list with the different types  
15 expressed on a card?

16 MR. KITCHING: Yes, I agree with you on  
17 that. It is only one particular place we look for food  
18 services and that is Hydro in isolated parts of the  
19 country. In many cases they want a recommendation for  
20 certain cooks because they screen the cooks out in the  
21 isolated areas, they have to, so a cook with five or six  
22 years or ten years' experience, that is considered to be  
23 a qualified cook and therefore he is put out to the jobs  
24 where there is a requirement for him.

25 I would like to say if you remember the  
26 Elliot Lake situation where there was a considerable  
27 amount of disease at the beginning. Now, we represented  
28 most of these people and I visited them myself in the  
29 camps in the area. It was a crazy programme and they had  
30 to bring the cooks in and most of the disease was caused  
by bad cooking, bad toilets, bad sanitation and bad  
cooking was certainly the cause of the epidemic. They  
could not be screened through NES. People were being  
brought in from all parts of the country and also outside





1  
2  
3  
4 the country, immigrants were being brought in.

5  
6 MR. ZAMBRI: Mr. Chairman, in regard to  
7 the question being asked about the union having a supply  
8 of help available or listing or so forth, bears out what  
9 this brief is trying to do. We do have listings of  
10 waiters and waitresses but for us to have a listing of  
11 cooks, there is not one because there just is not the  
12 cooks. If we had the cooks today we would have many,  
13 many jobs waiting for chefs or master chefs but we  
14 cannot supply them because we do not have the cooks.  
15 There just are none.

16 When a first-class hotel opens in Toronto  
17 --- of course, they are all first-class in Toronto ---  
18 they generally have to import their chefs because we do  
19 not have them. It is the same old story. Take the arts,  
20 in my younger days I used to sing and there was very  
21 little opportunity for singers in Toronto or Canada  
22 because we just were not developed. Now, in Toronto they  
23 have started the opera society, opera companies and so  
24 forth, and now we have Teresa Stratas and Bob Goulet who  
25 probably would not have come to light if there had not  
26 been an apprenticeship for singers. The same thing holds  
27 true here, we do not have the means to produce people,  
28 we have to go elsewhere. Now, waiters and waitresses ---  
29 I am not casting a reflection on them but they are easier  
30 to get and the training required is not as long and we  
do have lists of those people. However, cooks we do not  
have, we just do not have them.

31 THE CHAIRMAN: You also mention in your  
32 brief bartenders, would you tell us about apprenticeship





1  
2  
3  
4 or certification of bartenders? There is a shortage, I  
5 understand?

6 MR. KITCHING: This is a bartenders'  
7 organization.

8 THE CHAIRMAN: There is a feeling of  
9 some people on this Committee that a bartender is a hard  
10 man to get hold of nowadays. I am serious about this.

11 MR. JOHNSTON: We do have bartender  
12 schools. Incidentally, I am a bartender and that is why  
13 I look so anemic. We do have bartender schools but we  
14 find we can turn out bartenders on an eight-week intensive  
15 training course. There are four basic drinks in the  
16 whole repertoire of the bartender and every drink derives  
17 from one of these four. With an eight-week intensive  
18 course we can turn out bartenders with sufficient know-  
19 ledge to improve themselves, to become demonstrably  
20 capable. They are capable when they leave the course  
21 but all of us when we have had two drinks, we like to see  
22 the bartender do different things and he gets his finish  
23 at the bar in front of the public. There is no shortage  
24 of bartenders but there is a shortage of good jobs for  
25 competent bartenders. There are more competent bartenders  
26 than there are employers who are prepared to pay competent  
27 bartenders. There are many employers who accept a  
28 bartender if he knows how to tip a bottle into a glass.  
29 There are Scotch and Soda bartenders, there are Rye and  
30 Gingerale bartenders and many employers are content to  
pay for a Scotch and Soda bartender or a Rye and Gingerale  
bartender where they are not prepared to pay for a first-  
class bartender.





1  
2  
3  
4  
5 Let me give you a case in point; there  
6 is one bar in town who take a bartender in at union rates  
7 and tell him when he comes in "If you are not worth  
8 \$10.00 a month more than the top union rate in one month  
9 we do not want you in this place". In short, they say  
10 to the bartender "We know you are a bartender but in here  
11 we will only employ first-class bartenders and better  
12 than just the ordinary run-of-the-mill bartender".  
13 We have very seldom a case where an employer is prepared  
14 to pay for an older competent bartender.

15 MR. THOMPSON: What would be the salary  
16 for an older competent bartender?

17 MR. JOHNSTON: In the neighbourhood of  
18 \$2.00 an hour, that is what is being paid. The union  
19 rate at the present time is somewhat less than that, it  
20 is in the neighbourhood of \$1.80 an hour in Toronto but  
21 a competent bartender can be bought for approximately  
22 \$2.00 per hour.

23 MR. YOUNG: In this business of barten-  
24 ders and representing the bartenders' union for Toronto  
25 I can tell you at the present time there is no school for  
26 bartenders in operation in Ontario. The accepted practice  
27 today, one of the stipulations is that you must be twenty-  
28 one years of age under the law so it is rather difficult  
29 for an older person to get interested in the trade  
30 because you start in at a low rate of pay. The accepted  
practice is to take a man, put him behind the bar with  
a qualified man and make him a barboy. Six months later  
if he has learned the basic ingredients of drinks, the  
practice is to put him in another category and this





entitles him to take over the management of the bar but not in the absence of a qualified bartender. In most cases the employer and union say a boy cannot take over the operation of the bar. Following that period of time the established practice today is another six months will pass, the man will have accumulated a year of general knowledge behind the bar and then as the openings are created, one of the main ways of getting them created is in the establishment of new hotels or the qualified man may be leaving the downtown area and getting closer to home and they move into the hotels and this creates the openings for the others to work in.

I can advise you in 1947 and 1948 I was a barboy for a period of nine months and I enjoyed the place I worked in. Most of these places you do enjoy the work, you get along with the customers and you get to the stage that when a customer walks in a bartender knows what they drink. There are no schools in operation today. The last school that was run was in St. Catharines when a plebiscite was passed by the Municipality of St. Catharines to allow for cocktail lounges, the school was established on the basis Mr. Johnston mentioned for eight weeks.

THE CHAIRMAN: By whom?

MR. YOUNG: The union in conjunction with the distilleries. We took qualified personnel from here on leave-of-absence for eight weeks to train the younger people who were interested in that area. What happens in a plebiscite in the smaller districts, they have to go to the major communities to get the qualified personnel,





1  
2  
3  
4 and this is the accepted process today.

5 THE CHAIRMAN: In rural Ontario today  
6 there are many areas getting lounge licences and you  
7 could not go into my area which has been local option for  
8 sixty years and find a bartender. What happens in a case  
9 like this? People in Toronto would not go to Sharbot  
10 Lake to tend bar?

11 MR. JOHNSTON: They invariably go to  
12 Toronto or Vancouver or some major city and they pre-empt  
13 the services of a first-class bartender to go in and give  
14 the local people an intensive course. In one instance  
15 when the cocktail lounges were opened in Sault Ste. Marie  
16 they came into Toronto and took a high powered bartender  
17 in and paid him \$125.00 a week to go in there, set up  
18 the bar and give the local people a quick, intensive  
19 elementary training. Now there are very few bars in a  
20 small community that could afford to pay \$125.00 a week  
21 for a bartender; there are very few cocktail lounges  
22 opening up who can afford not to pay \$125.00 to get a  
23 bartender to train the local people. Therefore, I do not  
24 think I would be at odds with my associate when I said  
25 that we do have training schools for bartenders and he  
26 says we do not. We do have schools for them when it is  
27 necessary. We had this school in Vancouver, for instance,  
28 and very strangely many competent bartenders leave Canada  
29 to go to the United States and a Canadian trained bar-  
30 tender is always acceptable in the United States. We  
find that our training schools in Vancouver --- we do  
have them when we need them but we find with one lecture  
or two lectures at a bartenders' school they cannot handle





1  
2  
3  
4 a class of more than fourteen people. We also find that  
5 in the approach to it, in the first place, there are  
6 four per cent of the students eliminated and this is  
7 because of the fact that they do not have the mental  
8 agility which is necessary to become a good bartender.  
9 We find four per cent of the students who register  
10 eliminate themselves in these schools operated by our  
11 organization. We have student bartenders paying as high  
12 as \$150.00 for the course and if we find that a man has  
13 eliminated himself in the early days of the course, a  
14 lot of them turn out a poor bartender who cannot be  
15 employed, the class at that stage returns the fee to the  
16 student and tells him "We do not think you will be a good  
bartender".

17 MR. CARBERRY: In Europe, especially  
18 Continental Europe, there is a good deal of tourism, that  
19 is one of their biggest industries and before a person  
20 can operate an establishment catering to the public, they  
21 must meet the standards set by the Department of Travel  
22 and Publicity in the region or the country they are living  
in.

23 THE CHAIRMAN: Is that not the case in  
24 Ontario today?

25 MR. CARBERRY: No.

26 THE CHAIRMAN: I thought it was where  
27 you are catering to tourists must it not be licensed  
whether it is a home or whatever it may be?

28 MR. CARBERRY: You have to meet the  
29 standards of the Act which chiefly deal with the construc-  
30 tion and the facilities, safety of the establishment, but





1  
2  
3  
4 in actual operation if you have \$50,000.00 you can go  
5 into business as an operator providing you meet the  
6 standards set out in the Act.

7 THE CHAIRMAN: What about food?

8 MR. CARBERRY: There is nothing with  
9 regard to food.

10 MR. BRUNELLE: They are inspected  
11 periodically?

12 MR. CARBERRY: By the Federal Department  
13 of Health.

14 MR. BRUNELLE: And the Department of  
15 Travel and Publicity, they have at least ten inspectors  
16 going around the various resorts. I admit they cannot  
17 inspect them as often as they should but I operate a little  
18 resort and they come once or twice in the summer.

19 MR. CARBERRY: I am very glad about that.

20 THE CHAIRMAN: I happen to know a place  
21 was closed last year, last summer, because of uncleanlin-  
22 ess; they met the standards otherwise but they had to  
23 clean it up.

24 MR. JOHNSTON: On these inspections the  
25 cockroaches are better trained than some of our cooks.  
26 Cockroaches will not come out when it is light and I have  
27 worked in places which I will not name but when you went  
28 into the basement at night and turned on the lights you  
29 would almost be afraid to go down.

30 MR. CARBERRY: To come back to the  
question before you, the recognition of tradesmen, right  
now the only thing you need in the City of Toronto is  
an x-ray once a year to work in the catering industry.





1  
2  
3  
4  
5 THE CHAIRMAN: What about waiters?

6 MR. CARBERRY: The same thing, an x-ray  
7 once a year. Now, the main problem that we have been  
8 working on and we hope it will become a reality, for the  
9 past ten years now when you ponder the immensity of the  
10 problem, I ask you gentlemen not to get worried about it  
11 because all problems have to become overcome. This is  
12 not an insurmountable problem but all we want is recogni-  
13 tion for chefs and cooks, the rightful recognition that  
14 they are tradesmen. The chefs and cooks will assist and  
15 work to the betterment of the trade and it will be for  
16 the benefit of the province and each and every citizen  
17 of the Province of Ontario.

18 THE CHAIRMAN: As you know our problem  
19 is manpower and that is what we are interested in, how  
20 can we gainfully employ more people and can we do it if  
21 we meet the requirements that you ask. I suppose we  
22 would create a better tourist industry because our food  
23 places would be better, and I think that is one of the  
24 big plans we have in Ontario. I know that when you get  
25 out of the cities too often you cannot find a place to  
26 eat. If there were good places to eat that would create  
27 more employment but someone else would have to take care  
28 of the licensing and things like that.

29 MR. DUNCAN: Just about a year ago now  
30 the Sheraton Connaught Hotel in the City of Hamilton  
asked us, the union, if we would object if they brought  
in two young men to learn. This, of course, is what we  
are asking people to do today. We said we had no objec-  
tion provided that they were to be apprentices and did not





1  
2  
3  
4 interfere or did not do away with another employee's job.  
5 They agreed to that, they said that nobody would be laid  
6 off, but these two men would learn the trade right from  
7 the start. I want to tell you only yesterday I was  
8 speaking to Mr. Sullivan and he told me that two of them  
9 had just finished eight weeks at Cornell University on  
10 their apprenticeship. Now, that is how successful this  
11 thing can be. Mr. Sullivan told me that they intended  
12 to ask for another two apprentices to be brought in so  
13 I want to say if this can happen where there were only  
14 two, now there are four, you can see how it is going to  
15 help employment among the teenagers if we can get them  
16 interested in a business it will take them off the streets  
17 and give them something to go after and achieve. We  
18 think we are on the right track.

19 MR. ZAMBRI: In addition to that, every-  
20 where we go we see "Buy Canadian" and I think the solution  
21 here is "Let us cook Canadian".

22 THE CHAIRMAN: If you people will train  
23 them I think we will go along with you.

24 MR. THOMPSON: I am interested in page  
25 7 of the brief where you were talking about the Alberta  
26 apprenticeship programme and you mention there are 39  
27 registered cook apprentices within the industry, so I  
28 would think in Alberta certainly there are more than 39  
29 good restaurants and good hotels. You mention this is  
30 successful but I would think that there would be more  
apprentices.

MR. KITCHING: We have over a period of  
time got the minutes of the advisory committee that sat





1  
2  
3  
4  
5 on this problem in Alberta. The people who sat on the  
6 committee are people from the Canadian Restaurant  
7 Association and at the onset there were certain problems  
8 in setting up what we speak of here as setting up the  
9 actual basic requirements. Over a period of time that  
10 has been the main problem. Now, if you notice the letter  
11 from the Government of Alberta in the back, it indicates  
12 what has happened with the course. I think everybody  
13 is of the opinion it has been successful in Alberta and  
14 I am sure we think so because they have done something  
15 that we have not done anywhere else in Canada and it is  
16 a pattern to work with.

15 MR. THOMPSON: Do they have a certifica-  
16 tion of food handlers?

17 MR. KITCHING: In Alberta all trades  
18 must be certified, everything is compulsory, you must  
19 have compulsory certification.

20 MR. THOMPSON: A man working in a drug-  
21 store must have certification, he has taken an examination  
22 before he is allowed to work on a food counter in a drug-  
23 store?

24 MR. KITCHING: Everyone in the Province  
25 of Alberta must go and pass a test for compulsory  
26 certification before he is allowed to touch food. Then  
27 with the present work force we recommend a period of two  
28 years, perhaps of extensions of the period and possibly  
29 the advisory committee would expand it to four or six ---  
30 this is only a guide we are using here and possibly the  
Province of Alberta, they have extended this period in  
the course of the programme, probably they are doing that





1  
2  
3  
4  
5 in order that in due course every cook in the Province  
6 of Alberta will have a certification.

7 MR. CHAPPLE: Does the province partici-  
8 pate in the cost of training?

9 MR. KITCHING: Yes, they do in the School  
10 of Cookery in Calgary, I believe.

11 MR. HARRIS: On page 12 you mention  
12 apprentices must be sixteen and have grade ten; have you  
13 any idea of age limits going on up too, could they not be  
14 twenty-one or twenty-two?

15 MR. KITCHING: That would not be a desig-  
16 nated trade under "B". You are coming back to "A", we  
17 cannot close the back door on people being trained. The  
18 present Apprenticeship Act in the Province of Ontario  
19 indicates you cannot become an apprentice either through  
20 "A" or "B" unless you reach sixteen years of age; it is  
21 there and I agree with you it should be so. Now, in  
22 category "A" or designated trades "A" you have "between  
23 sixteen and twenty-one". Now, you close the door at  
24 twenty-one; with a new trade like the designated trade of  
25 cook we have to keep that open for the cooks who are  
26 working now, you cannot throw them out of the industry,  
27 you must have the right to be able to take more training.

28 MR. BRUNELLE: Would you set a ceiling  
29 on the maximum age?

30 MR. KITCHING: No, if he is forty-five  
or fifty and feels he wants to be a cook he should have  
the right to take the course.

MR. CARRUTHERS: There is no age limit in  
Alberta?





1  
2  
3  
4  
5 MR. KITCHING: No,

6 MR. CARRUTHERS: They have no age limit  
7 in any of the trades out there?

8 MR. KITCHING: No, but here in the  
9 Province of Ontario we have two different types of  
10 apprenticeship training, one in "A" and one in "B". Now,  
11 in "A" you must be between the ages of sixteen and twenty-  
12 one. With ourselves in "B" there are hairdressers and  
13 watchmakers and you have a minumum age of sixteen but no  
14 maximum. If you retired and then wanted to become a cook  
15 at age sixty-five, if you felt you were capable of doing  
16 it, you could go right ahead.

17 THE CHAIRMAN: I would like to thank you,  
18 Mr. Kitching and your group for coming before us and  
19 presenting your brief and presenting the film which made  
20 us all very hungry.

21 Before we adjourn, we have heard about  
22 what they have in Alberta, and I believe they have some  
23 apprenticeship laws or acts in the Province of Quebec  
24 that are much different than ours. I was wondering if,  
25 before we present any interim report or anything, if we  
26 should not go to Quebec or some place and see what some  
27 other province has. What is your feeling about this?  
28 If we were going to do this, we would have to arrange  
29 a meeting with them and try to do it around the last of  
30 October.

MR. BRUNELLE: How far advanced is the  
Province of Quebec in this apprenticeship in comparison  
to Alberta if a choice was to be made?

MR. EBERLEE: I do not know.





1  
2  
3  
4  
5 DOCTOR CRISPO: I have looked into it  
6 slightly and it is relatively different.

7 THE CHAIRMAN: My feeling is if Alberta  
8 has done these things, I think by meeting with them for  
9 a day or two we could find out if it is working out.

10 MR. CARRUTHERS: This twenty-one years  
11 of age, for instance, see how they worked that out.

12 THE CHAIRMAN: I think I would like to  
13 see us put in an interim report when the session opens  
14 this fall, because I think this thing is routine enough  
15 that perhaps a recommendation could change a few things.  
16 I think we should talk to someone who has made changes.

17 MR. BOYER: How long do you think we  
18 should meet with them?

19 THE CHAIRMAN: I would say if we were  
20 going there we might better go right to the top and perhaps  
21 take two days.

22 MR. EBERLEE: I suppose it is something  
23 you could do in a day. You know about the pamphlet the  
24 Ottawa people have put out.

25 MR. CHAPPLE: Apparently this all started  
26 in 1957 in Alberta.

27 THE CHAIRMAN: That is five years'  
28 experience.

29 MR. CHAPPLE: Yes, they will that much  
30 experience for us to investigate. This is just for cooks  
and chefs but it probably covers most of the other  
designated trades. What we are looking for is something  
that has an overall basis, not just one designated trade  
like the electrical workers want to start at grade twelve





1  
2  
3  
4  
5 and actually it would be best to start at grade twelve.  
6 Cooks and chefs could start at a lesser rate, but I think  
7 we should make it possible for as many people as possible  
8 to get into these trades and to make the qualifications  
9 so that the greatest number of people would be employed.

10 THE CHAIRMAN: Let us leave it this way,  
11 Mr. Eberlee can look into the question of Alberta and  
12 Quebec and we will pick one place or another. How would  
13 the last week in October agree with most of the members  
14 here?

15 I suppose we could spread into November,  
16 we would have to arrange the meetings ahead of time.

17 MR. EBERLEE: I would have to choose  
18 between Alberta and Quebec, their systems are different  
19 and I think it would be of some advantage to see both.  
20 Of course, there is the question of time.

21 THE CHAIRMAN: Let us see what we can  
22 find out and we will let you know.

23 MR. THOMPSON: I realize it is difficult  
24 but could someone do a summary of each province in  
25 connection with apprenticeship and then make a decision  
26 on where we should go?

27 MR. EBERLEE: We have covered a lot of  
28 material from the provinces but I have not had time to  
29 summarize it. I think we could make an arrangement to  
30 have someone available to summarize it.

31 MR. THOMPSON: I have a feeling that  
32 maybe some may want to go to another province.

33 THE CHAIRMAN: I think with the time we  
34 have now, I believe we should make an interim report this





1  
2  
3  
4  
5 year because I think we are agreed on many things that  
6 would benefit the province.

7 MR. HARRIS: Is it not only Alberta and  
8 Quebec? Are they not the only provinces that have done  
9 anything in the last twenty years?

10 MR. EBERLEE: British Columbia has.

11 MR. BOYER: We did have a review of  
12 somebody from the Federal Department and his remarks are  
13 on the record and he could probably write it all out for  
14 us.

15 MR. EBERLEE: He felt that Alberta and  
16 Quebec were the two we should see if we could.

17 MR. CHAPPLE: Supposing we did go to  
18 Quebec, if we could not go to Alberta could we not have  
19 an expert come down from Alberta and give us the  
20 information that way?

21 THE CHAIRMAN: We could have one man  
22 come down. On the other hand, when you go and chat with  
23 more than one it is better than having just the one man  
24 come here.

25 MR. EBERLEE: We will go ahead and  
26 summarize this material and that will give you some  
27 indication.

28 THE CHAIRMAN: We will adjourn for lunch  
29 and reconvene at two o'clock here.

30 --- Luncheon adjournment.





-- On resuming at 2.00 p.m.

THE CHAIRMAN: Gentlemen, we have group here this afternoon from the Ontario Federation of Labour, to submit a brief. Mr. Archer is the president. Mr. Archer, would you like to introduce your group.

SUBMISSION  
OF THE  
ONTARIO FEDERATION OF LABOUR

APPEARANCES:

Mr. D. B. Archer  
Mr. D. F. Hamilton  
Mr. J. H. Craigs  
Mr. S. Liness  
Mr. H. Weisbach

MR. ARCHER: Mr. Chairman, I have with me Mr. Douglas Hamilton, the Secretary-Treasurer of the Federation of Labour; Bob Craigs, the Research Director, former Research Director of the Civil Service Association; Scottie Liness; --- I do not know his first name --- of the Labourers' Union and Henry Weisbach, the Welfare Director of the Ontario Federation of Labour.

THE CHAIRMAN: If you would like to come over here, then. You may proceed now.

MR. ARCHER: Thank you, gentlemen. You will find one deficiency in this brief. I think I might as well tell you, to start with. We are a central





1  
2  
3  
4 organization. In dealing with these problems, we have,  
5 as affiliates, industrial unions, craft unions, building  
6 trades, steel workers and trying to get their views,  
7 even where they differ, to come out with ~~some~~ common  
8 approach or common purpose has been very difficult. We  
9 realize, of course, that you chaps, as politicians who  
10 have the same type of people in your constituencies, will  
11 be faced with the same problems so maybe in that respect  
12 our brief might be helpful.

13                   Gentlemen, we welcome the opportunity  
14 of presenting the views of organized labour in the  
15 Province of Ontario to your Committee.

16                   The primary purpose of our Federation  
17 is to speak for Ontario Labour on questions of provincial  
18 legislation where the interests of its members are  
19 involved as workers and citizens. Therefore, in this  
20 submission we will deal in broad general terms and no  
21 doubt it will be advisable for your Committee to approach  
22 other labour organizations who will be able to give you  
23 detailed information about events as they affect a  
24 specific industry or trade group.

25                   We appreciate the fact that the Govern-  
26 ment of Ontario has seen fit to tackle this very important  
27 problem. We are sure that you will quickly realize its  
28 magnitude and the many economic and social problems  
29 involved. We are sure that you will find, as we have,  
30 that there is no ready-made or pat formula to guide you  
in your work.

organization. In dealing with these problems, we have, as affiliates, industrial unions, craft unions, building trades, steel workers and trying to get their views, even where they differ, to come out with some common approach or common purpose has been very difficult. We realize, of course, that you chap, as politicians who have the same type of people in your constituencies, will be faced with the same problems so maybe in that respect our brief might be helpful.

Gentlemen, we welcome the opportunity

of presenting the views of organized labour in the

Province of Ontario to your Committee.

The primary purpose of our Federation

is to speak for Ontario labour on questions of provincial

legislation where the interests of its members are

involved as workers and citizens. Therefore, in this

submission we will deal in broad general terms and no

doubt it will be advisable for your Committee to approach

other labour organizations who will be able to give you

detailed information about events as they affect a

specific industry or trade group.

We appreciate the fact that the Govern-

ment of Ontario has seen fit to tackle this very important

problem. We are sure that you will quickly realize its

magnitude and the many economic and social problems

involved. We are sure that you will find, as we have,

that there is no ready-made or pat formula to guide you

in your work.



INTRODUCTION

The present manpower situation across Canada and in Ontario has been ably outlined in the introductory paper by Prof. John Crispo. Over the years far too little attention has been paid to problems of unemployment. Ontario, as the industrial heart of Canada, has not been guiltless. In fact, as the most prosperous and populous province involved in the most rapid economic and technological changes, we must bear a substantial share of the responsibility for the deficiencies now so evident. We have not, we submit, provided the leadership in this field for the rest of Canada.

The various aspects of the situation have been documented for the Special Committee of the Senate on Manpower and Employment and the second Canadian Conference on Education relating to technical and vocational education and employment. Various organizations have made studies of the problem, -- the Canadian Labour Congress, the Canadian Association for Adult Education, the CBC in its program "Citizen's Forum", the Industrial Foundation on Education, to name but a few.

Hence we will simply restate the fact that heavy unemployment in Canada is in part due to, and has exposed, the low educational levels of a good part of our working force. The "World of Learning" column in the Globe and Mail, February 13th, 1962, said this:

"Leading economists in both Britain and the U.S. have recently shown that returns in National Income vary directly with national investment in education. The rate of economic growth is held down by educational

Canada and in Ontario has been only outlined in the introductory paper by Prof. John G. ... Over the years too little attention has been paid to problems of unemployment, interest, as the industrial heart of Canada has not been sufficient. In fact, as the most prosperous and populous province involved in the most rapid economic and technological changes, we must have a substantial share of the responsibility for the deficiencies now so evident. We have not, we submit, provided the leadership in this field for the rest of Canada.

The various aspects of the situation have been documented for the Special Committee of the Senate on Manpower and Employment and the second Canadian Council on Education relating to technical and vocational education and employment. Various organizations have made studies of the problem, -- the Canadian Labour Congress, the Government as initiator for Adult Education, the 1966 on the "National's Forum", the Industrial League for on Education, to name but a few.

Persons we will reply restate the fact that heavy unemployment in Canada is in part due to, and has exposed, the low educational levels of a good part of our working force. The "World of Learning" column in the Globe and Mail, 16 March 1967, said that:

"Leading economists in both Britain and ... income very directly with national investment in education. The rate of economic growth is held down by educational



1  
2  
3  
4 deficiency."

5 We are aware that the USSR is investing  
6 about 10% of its gross national product per year in  
7 education. We in Canada are investing about 4%.

8 We know that the emphasis in secondary  
9 education has been on academic subjects with inadequate  
10 provision for those who would prefer or are more capable  
11 of benefitting from technical subjects, so that about  
12 80% of our students drop out without completing secondary  
13 school. Perhaps the Robarts Plan and the implementation  
14 of Schedule 5 will help to correct this situation. But  
15 assistance which means largely the provision of education-  
16 al plants will fall far short of resolving the problem  
17 of financing a thorough-going educational program, and  
18 will in the long run simply add to the heavy burden  
19 already borne by the civic taxpayer for staff and main-  
20 tenance.

21 Now before going on to the main body of  
22 our presentation we would like to say that we wish we  
23 could look upon this Committee as a bridge between  
24 education on the near-side abutment, and jobs on the other  
25 side. We will repeat this theme in this brief -- training  
26 without the prospect of jobs, that is reasonably full  
27 employment, could be an exercise in futility. We are  
28 confident that members of this Select Committee have set  
29 out to spend their time to best advantage by recognizing  
30 that the goal is as important as the means.

deficiency."

We are aware that the USSR is investing

about 10% of its gross national product per year in

education. We in Canada are investing about 4%.

We know that the emphasis in secondary

education has been on academic subjects with inadequate

provision for those who would prefer or are more capable

of benefiting from technical subjects, so that about

80% of our students drop out without completing secondary

school. Perhaps the Roberts Plan and the implementation

of Schedule 5 will help to correct this situation. But

assistance which means largely the provision of education

at public will fall far short of resolving the problem

of financing a thorough-going educational program, and

will in the long run simply add to the heavy burden

already borne by the civic taxpayer for staff and main-

tenance.

Now before going on to the main body of

our presentation we would like to say that we wish we

could look upon this Committee as a bridge between

education on the near-side movement, and jobs on the other

side. We will repeat this theme in this brief -- training

without the prospect of jobs, that is reasonably full

employment, could be an exercise in futility. We are

convinced that members of this Select Committee have set

out to spend their time to best advantage by recognizing

that the goal is as important as the means.



BACKGROUND

Throughout its history the labour movement has been concerned with job training, employment opportunities and the maintenance of standards. However, in recent years the acceleration of technological advance, the deceleration of our economic activity and the tragic wastage of our manpower through unemployment have made new approaches and new policies imperative. Indeed, the existence of this Committee is evidence of the Government's recognition of this emergency.

To elicit a broad cross-section of opinion and guide its own thinking, our Federation held a conference on Unemployment in February, 1961. It was attended by people from government, industry, welfare, farm and church organizations as well as from the unions. We believe that much of the impetus for the present program of retraining under Schedule 5 was given by that conference.

In February, 1962, the Canadian Labour Congress invited to a seminar in Niagara Falls a group of trade union economists from Britain, France, the Netherlands and Sweden. They discussed with us economic patterns in Europe generally and described specifically the programs for "readaptation" and reconversion which are a feature of the industrial arrangements of both Scandinavia and the European Economic Community.

From these and other studies we have made, we have reached certain broad conclusions which we believe are fundamental to any comprehensive attack on our manpower problems.

BACKGROUND

Throughout its history the labour movement has been concerned with job training, employment opportunities and the maintenance of standards. However, in recent years the acceleration of technological advance, the acceleration of our economic activity and the drastic shortage of our manpower through unemployment have made new approaches and new policies imperative. Indeed, the existence of this Committee is evidence of the Government's recognition of this emergency.

To assist a broad cross-section of opinion and guide its own thinking, our Federation held a conference on Unemployment in February, 1961. It was attended by people from government, industry, welfare, farm and church organizations as well as from the unions. We believe that much of the impetus for the present program of retraining under sentence 2 was given by that

In February, 1962, the Canadian labour Congress invited to a seminar in Niagara Falls a group of trade union economists from Britain, France, the Netherlands and Sweden. They discussed with us economic problems in Europe generally and discussed specifically the program for "reorganization" and reversion which are a feature of the industrial arrangements of both Scandinavia and the European Economic Community.

From these and other studies we have made, we have reached certain broad conclusions which we believe are fundamental to any comprehensive attack on our manpower problems.



1  
2  
3  
4  
5       The first is obvious and needs merely to  
6 be stated: No educational, training or retraining,  
7 programs can substitute for overall national policies  
8 designed to promote ever-expanding industrial activity.  
9 We in the labour movement believe that only national  
10 economic planning in the public interest can rescue  
11 Canada from the present economic doldrums in face of  
12 heightened competition from abroad and automation at  
13 home. We agree with Mr. R. M. Fowler, President of the  
14 Canadian Pulp and Paper Association who last month told  
15 the Mount Allison Summer Institute:

16       "We must, ~~first of all~~, accept the fact  
17 that economic planning, to help guide the economy towards  
18 a more rapid rate of growth, is a respectable and desir-  
19 able enterprise in which to be engaged, and does not in  
20 any sense run counter to our democratic or parliamentary  
21 system. We must enlist in the planning the co-operation  
22 of government, labour and business as the Europeans have  
23 done."

24       Second, we lack in Canada and Ontario,  
25 and we must have, an infrastructure, as it were, on which  
26 to base sound programs for the education and training of  
27 our people. This infrastructure, we suggest, should have  
28 two main planks:

- 29 (1) An agency with the continuing functions of:  
30       (a) compiling data on the classifications and quali-  
      fications of unemployed workers, and  
      (b) obtaining from employers information on their  
      present and estimated future manpower needs, and  
      (c) conducting research into probable employment

The first is of course the needs merely to

be stated: the educational, training or retaining.  
programs can substitute for overall national policies  
designed to promote ever-expanding industrial activity.  
As in the labor movement believe that only national  
economic planning in the broadest sense can rescue  
Canada from the present economic problems in face of  
reignited competition from nations and automation as  
before. We agree with Mr. J. H. Rowley, President of the  
Canadian Ship and Paper Workers' Association on the last month 1941  
the recent Wilson government ministers.

We must, first of all, accept the fact  
that economic planning, to help guide the economy towards  
a more rapid pace of growth, is a respectable and desir-  
able enterprise in which to be engaged, and does not in  
any sense run counter to our democratic or parliamentary  
system. We must insist in the planning, the co-operation  
of Government, labor and business as the Europeans have  
done.

Secondly, we face in Canada and America  
and we must have, an institution, as it were, on which  
to base some programs for the education and training of  
our people. This institution, we suggest, should have  
two main plans:

- (1) An agency with the following functions of:  
(a) compiling data on the classifications and qualifi-  
cations of unemployed workers, and  
(b) obtaining from employers information on their  
present and estimated future manpower needs; and  
(c) conducting research into probable employment



trends within our various industries and employment possibilities in other kinds of occupations.

The National Employment Service is already performing functions (a) and (b) to some degree. Unfortunately, we understand that employers on the whole have been by-passing NES and hiring either directly or through private employment agencies. We cannot emphasize too strongly that no training program can succeed without the wholehearted participation of industry, both in providing the information by which the forms of training can be determined and in giving job opportunities to those who take the training.

If NES is defective in any respect in the eyes of management, we suggest that industry's spokesmen before this Committee be asked for constructive criticism with a view to making it an efficient instrument for the correlation of manpower supply and demand and one which employers themselves will cooperate with and use.

It may be objected that the National Employment Service is a federal agency, and we are here looking for provincial solutions. We believe it is possible and preferable to use the NES offices throughout Ontario, rather than to try to duplicate its facilities.

The research function which nationally might be undertaken by an expanded NES should be given to a special branch to be set up in either the Department of Economics and Development or the Department of Labour. We realize that the determination of employment trends

trends within our various industries and  
employment possibilities in other kinds of

The National Employment Service is

already performing functions (a) and (b) to some degree.  
Unfortunately, we understand that employers on the whole  
have been by-passing NES and hiring either directly or  
through private employment agencies. We cannot emphasize  
too strongly that no training program can succeed without  
the widespread participation of industry, both in  
providing the information by which the forms of training  
can be determined and in giving job opportunities to  
those who take the training.

It has its defects in any respect in

the eyes of management, we suggest that industry's

spokesmen before this Committee be asked for constructive  
criticism with a view to making it an efficient instrument  
for the correlation of manpower supply and demand and  
one which employers themselves will cooperate with and

It may be objected that the National

Employment Service is a Federal agency, and we are now

looking for practical solutions. We believe it is

possible and preferable to use the NES offices throughout  
Ontario, rather than to try to duplicate its facilities.

The research function which nationally

might be undertaken by an expanded NES should be given

to a special branch to be set up in either the Department  
of Economics and Development or the Department of Labour.

We realize that the determination of employment trends



1  
2  
3  
4  
5 and the direction of labour to areas of shortage is  
6 ideally a federal responsibility. However, we in Ontario  
7 cannot afford to wait for Ottawa to move. With the  
8 largest industrial concentration in Canada, with a great  
9 variety of undertakings both actual and potential, with  
10 a large and energetic population, we are in a more  
11 advantageous position than any other province to act on  
12 our own initiative.

13 (2) Machinery through which government,  
14 industry, and labour can collaborate in assessing require-  
15 ments, devising programs and participating in their  
16 implementation. The fragmentation of our economic life  
17 seems to us to be one of the chief obstacles to the  
18 revival of Canadian prosperity. Not only is there little  
19 cooperation between the various sections of the economy,  
20 but all too often individual companies and industries  
21 appear to be going their own sweet way without consulta-  
22 tion with each other, to say nothing of consultation  
23 with their employees' organizations or government.

24 We in the labour movement admit that we  
25 are not guiltless of this sort of conduct. Until both  
26 companies and unions agree that the general interest  
27 transcends the individual prerogative, we shall get  
28 nowhere either in economic expansion or in the efficient  
29 training and use of manpower.

30 The exact form of the machinery we  
propose would be for government to decide and institute,  
though we suggest that Western Europe provides some  
guides - for example, a permanent commission assisted by  
a broadly-representative consultative committee.

and the direction of labour to areas of shortage is ideally a federal responsibility. However, we in Ontario cannot afford to wait for others to move. With the largest industrial concentration in Canada, with a great variety of undertakings both actual and potential, with a large and energetic population, we are in a more advantageous position than any other province to act on our own initiative.

(2) "Industrially through which government, industry, and labour can collaborate in assessing requirements, devising programs and participating in their implementation. The fragmentation of our economic life seems to us to be one of the chief obstacles to the revival of Canadian prosperity. Not only is there little cooperation between the various sectors of the economy, but all too often individual companies and industries appear to be going their own ahead way without consultation with each other, to say nothing of consultation with their employees' organizations or government.

We in the labour movement admit that we are not guiltless of this sort of conduct. Until both companies and unions agree that the general interest transcends the individual perspective, we shall not move either in economic expansion or in the efficient training and use of manpower.

The exact form of the machinery we propose would be for government to decide and institute, for example, a permanent commission assisted



The main essential is the will of everyone concerned to find and carry out solutions. The Ontario labour movement pledges its cooperation in any such agency established to cope with our manpower problems.

### APPRENTICESHIP

What do we mean by apprenticeship and who is an apprentice? An apprentice, at least for this discussion, is a person who has left the regular school system and has obtained employment in a trade which he is to learn. He will work with skilled workmen and will learn the trade by doing the actual work. At specified intervals the apprentice will attend formal training courses which are provided in the regular school system. Apprentices today require more academic background than formerly. The following points express our views on the subject:

1. Young people should be encouraged to remain in the formal school system until they complete their courses and receive a certificate or diploma. The actual terms of apprenticeship, the age limits, period and duration of training, should be related directly to the needs of the trade and industry, and should be continually under review. They must be modified and changed as often as conditions indicate.

2. The value of apprenticeship, as well as other kinds of technical and vocational education, should be given better recognition by the public than it now appears to enjoy. One way to do this would be to require all apprentices who learn a trade to attain a minimum

The main essential is the will of everyone concerned to find and carry out solutions. The Ontario Labour Movement pledges its cooperation in any such agency established to cope with our manpower problems.

What do we mean by apprenticeship and who is an apprentice? An apprentice, at least for this discussion, is a person who has left the regular school system and has obtained employment in a trade which is to learn. He will work with skilled workmen and will learn the trade by doing the actual work. An apprentice and apprentice will attend formal training courses which are provided in the regular school system. Apprentices today require more academic background than formerly. The following points express our views on the subject:

Young people should be encouraged to remain in the formal school system until they complete their courses and receive a certificate or diploma. The actual term of apprenticeship, the age in the period and duration of training, should be related directly to the needs of the trade and industry, and should be continually under review. They must be modified and changed as often as conditions indicate.

The value of apprenticeship, as well as other kinds of technical and vocational education, should be given better recognition by the public than it now appears to enjoy. One way to do this would be to require all apprentices who learn a trade to attain a minimum



1  
2  
3  
4  
5 standard of competency in that trade. This level of  
6 competency should be decided by trade committees.  
7 Examinations for qualification should be compulsory and  
8 certificates of qualification should be issued to the  
9 successful applicants. Not only would this arrangement  
10 give new prestige to the trades, but it would also give  
11 assurance to the public that the tradesman is qualified.

12 3. To establish minimum standards for  
13 tradesmen there must be very close cooperation between  
14 the Departments of Education and Labour in setting up  
15 courses which are suitable for the trades involved. We  
16 need not only provincial standards, but a system of  
17 national standards brought about by Provincial and Feder-  
18 al agreement. Certainly the mobility of our work force  
19 should make the need for national standards self-evident.  
20 It is of the utmost importance that a qualified trades-  
21 man, who had his training and obtained his certification  
22 in Hamilton, be assured that his credentials and  
23 training will be accepted at full value whether he applies  
24 for a job in Toronto, Montreal or Vancouver. It is of  
25 equal importance that the public in Toronto, Montreal or  
26 Vancouver have confidence in what his credentials represent.

27 4. The content of these courses should be  
28 tailored to fit the requirements of the day for each  
29 trade and be continually under review.

30 5. To encourage young people to remain in  
the secondary school training program, it is advisable  
to allow time credit on an apprenticeship program for  
successful completion of a regular school course.  
Obviously there will have to be much greater standardiza-

3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30

standard of competency in that trade. This level of  
competency should be decided by trade committees.  
Examinations for qualification should be compulsory and  
certificates of qualification should be issued to the  
successful applicants. Not only would this arrangement  
give new passages to the trades, but it would also give  
assurance to the public that the tradesman is qualified.  
To establish minimum standards for  
tradesmen there must be very close cooperation between  
the departments of Education and Labour in setting up  
courses which are suitable for the trades involved. We  
need not only provincial standards, but a system of  
national standards brought about by Provincial and Federal  
agreement. Certainly the mobility of our work force  
should make the need for national standards self-evident.  
It is of the utmost importance that a qualified trades-  
man, who has his training and obtained his certification  
in Hamilton, be assured that his credentials are  
training will be accepted at full value whether he applies  
for a job in Toronto, Montreal or Vancouver. It is of  
equal importance that the public in Toronto, Montreal or  
Vancouver have confidence in what his credentials represent.  
The content of these courses should be  
tailored to fit the requirements of the day for each  
trade and be continually under review.  
To encourage young people to remain in  
the secondary school training program, it is advisable  
to allow time credit on an apprenticeship program for  
successful completion of a regular school course.



tion between schools within the province and between provinces.

6. In order to coordinate the courses of the school system with the apprenticeship training program and the needs of industry and the nation, an advisory and coordinating committee should be established, made up of representatives of business and industry, labour, education and the governmental departments involved.

7. The building of new trade schools throughout the province is urgent. We understand that these are provided for under the proposed educational plan. Although it might be cheaper to centralize these programs in large institutions in a few cities, the plan would work more effectively if courses were conveniently available in many parts of the province.

#### TRAINING OF WORKERS - RETRAINING AND UPGRADING OF SKILLS:

While courses specifically designed for people who are already in the labour force, both the employed and those who are seeking work, are badly needed, these courses must be considered as an extension of and in relation to the needs of youths who are still in the formal school system and which we have mentioned above. However, we feel that the situation of the present unemployed requires some special attention. While we do not have available complete information on what is being done in the Province of Ontario and what programs are at present being undertaken, nevertheless we feel that the following points demand immediate attention and high priority:





1  
2  
3  
4  
5 1. More must be done to provide incentives  
6 for the unemployed to embark upon a systematic program  
7 of retraining and upgrading. The living allowances paid  
8 must be reasonable and closely related to previous earn-  
9 ings. For example, in Europe living allowances are as  
10 high as 90% of previous earnings. We recommend that all  
11 allowances be paid to those who are taking part in a re-  
12 training program by the week, rather than by school day,  
13 as at present. The present system makes no provision for  
14 payment for statutory holidays.

15 2. A great deal more time and effort must  
16 be spent in basic research into probable job openings and  
17 those areas of the economy which are likely to expand.  
18 This part of the program must be developed cooperatively  
19 with employers. Management must be encouraged to report  
20 their anticipated labour demands to the National  
21 Employment Service.

22 William Glazier, Assistant to the  
23 Director of the Salk Institute, in an article in the  
24 August issue of Atlantic magazine entitled "Automation and  
25 Joblessness: Is Retraining the Answer", says this:

26 "As a social objective, training or  
27 retraining employed and unemployed persons is much to be  
28 desired. It would improve the employability of workers,  
29 open up more attractive and higher paid job opportunities,  
30 and raise the productive level of the entire nation. The  
debatable issue is the appropriateness of retraining as  
a remedy for the current chronic unemployment .....there  
must be job opportunities in prospect for the trainees,  
or all such programs become exercises in futility.



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30

There must be some to provide incentives  
for the unemployed to embark upon a systematic program  
of training and upgrading. The living allowances paid  
must be reasonable and closely related to previous rates.  
In fact, for example, in Europe living allowances are as  
high as 90% of previous earnings. We recommend that all  
allowances be paid to those who are taking part in a re-  
training program by the week, rather than by school day,  
as at present. The present system takes no provision for  
payment for statutory holidays.  
A great deal more time and effort must  
be spent on basic research into possible job openings and  
these areas of the economy which are likely to expand.  
The part of the program must be developed co-operatively  
with employers. Management must be encouraged to report  
their anticipated labour demands to the nation's  
employment service.  
William G. Lister, Assistant to the  
Director of the ILO Institute, in an article in the  
August issue of Atlantic magazine entitled "Unemployment and  
Joblessness: Is there a solution?" says this:  
"As a social objective, training or  
retraining employed and unemployed persons is much to be  
desired. It would improve the employability of workers,  
open up more attractive and higher paid job opportunities,  
and raise the productive level of the entire nation. The  
debatable issue is the appropriateness of retraining as  
a remedy for the current chronic unemployment. .... There  
must be job opportunities in prospect for the trainees,  
or all such programs become exercises in futility."



1  
2  
3  
4  
5 Retraining a skilled unemployed coal miner as an auto  
6 mechanic does not accomplish much if he cannot find a job  
7 as an auto mechanic."

8 Prof. John Morgan of the School of Social  
9 Work of the University of Toronto, puts it this way:

10 "What we now need to do is to plan the  
11 use of our labour resources for 10 or 15 years ahead and  
12 create the means to enable every Canadian who is avail-  
13 able and willing to work to get a job which employs his  
14 full potential capacity for productive activity. We will  
15 be told that it is not possible to project detailed  
16 forecasts of labour demands over a period of years. I  
17 think this is nonsense. Industry plans its capital  
18 investment and its use of raw materials over longer  
19 periods. The plans do not always work out exactly as  
20 foreseen, but there are plans. There is a sense of  
21 direction and there are productive results."

22 3. The present method of evaluating the  
23 abilities and potentialities of the unemployed must be  
24 developed and made a relatively automatic part of the  
25 routine of registration at the National Employment Service.  
26 We must find those who are under-employing their capaci-  
27 ties and encourage them, through incentives and other  
28 measures, to achieve their full potential. This raises  
29 the importance of an effective and consistent program of  
30 counselling and guidance which will start in elementary  
school and continue through to the National Employment  
Service.

4. We need many more teachers and facilities  
for the retraining and upgrading of the unemployed. The





1  
2  
3  
4  
5 program should be as flexible as possible and worked out  
6 on a unit basis in order that the student may be given  
7 full credit for completed work if he has to return to  
8 work before finishing a course. The program should use  
9 the most effective teaching techniques, including  
10 educational television and radio and other modifications  
11 of the tutorial system.

12 5. Again we stress the need for more uni-  
13 formity and coordination within the program on a provin-  
14 cial basis, and also between provinces. We do not believe  
15 that this is inconsistent with our emphasis on local  
16 administration and implementation. Manpower development  
17 is a national problem and must be treated as such.

18 Anything else would give the impression that we are still  
19 merely a collection of villages.

20 6. It is probable that (in some of the more  
21 popular courses) there will be waiting lists for  
22 admission. However, while awaiting admission to vocation-  
23 al courses of their choice, the students should be given  
24 a chance and encouraged to continue their basic education.

25 7. Because of the complexity of job require-  
26 ments, there should be a great increase in on-the-job  
27 training. This should save much investment in costly  
28 equipment and machinery on school premises and enable the  
29 student to more closely relate learning to his future  
30 job.

31 8. We urge that consideration be given to  
32 setting up "work schools" for young men and young women  
33 where they can go through a co-ordinated and co-related  
34 program: "Work, Earn and Learn". Such a program should





1  
2  
3  
4  
5 be most appropriate for and appeal to our young people  
6 who have completed or dropped out of their formal school  
7 courses but who have been unable to establish themselves  
8 in permanent employment. Such "work schools" might  
9 undertake training for special public works, development  
10 of resources, re-forestration, conservation, watershed  
11 development programs and so on, all of which are so  
desperately needed in Ontario and Canada.

12 Part of each day would be given to  
13 formal and consistent educational programs, and part to  
14 productive employment. The young people would be paid  
15 both on the basis of their academic achievement and their  
16 work assignments. All work assignments at the school  
17 whether they be maintenance, cooking, dishwashing or  
18 driving trucks, could be made part of the learning  
19 process and integrated into the educational program.  
20 When a young person left such a school after a term or  
21 season, he would be better educated, have some work  
22 experience to stand in good stead with a future employer,  
23 and also have some money in his pocket.

#### 24 ROLES OF GOVERNMENT, INDUSTRY AND LABOUR

25 We are fully aware of the difficulty  
26 and complexity of the task before this committee. We  
27 have long learned that involved social problems rarely,  
28 if ever, have simple and direct solutions, and further  
29 that the nature and magnitude of the problems we are now  
30 confronted with are of an entirely new dimension, and  
demand imaginative and bold actions and measures. We  
repeat that the problem of manpower development is a





1  
2  
3  
4  
5 national crisis which demands co-ordinated action and  
6 guidance on the national level with complementary and  
7 supplementary actions and measures at all other levels.

8 Problems peculiar to this second indus-  
9 trial revolution cannot be dealt with effectively or  
10 resolved by using antiquated methods or ideas. The  
11 manpower crisis and the shortcomings of our educational  
12 system have to be dealt with through bold, imaginative,  
13 but carefully planned action by all three levels of  
14 government.

15 To interject a relevant idea in connec-  
16 tion with planning, we quote Mr. R. M. Fowler again when  
17 he says: "We must enlist in the planning the co-  
18 operation of government, labour and business as the  
19 Europeans have done". And he goes on to say, "We will  
20 probably have to throw off the tyranny of words and  
21 phrases, such as 'government interference',....."and  
22 so on, adding, "Something like the European economic  
23 model, appropriately adapted to Canada, may offer the best  
24 chance of restoring rapid economic growth in this  
25 country".

26 Everyone has to be impressed with the  
27 high level of economic growth and employment evident in  
28 almost every country of Europe. Everyone of us must be  
29 distressed to learn that Canada is facing another slow-  
30 down in economic growth and increasing unemployment.

31 The Globe and Mail of Tuesday, August  
32 28th, 1962, reports that "On a seasonally-adjusted basis,  
33 the decline in unemployment that has been under way for  
34 several months, reached a low point in May, at 5.6 per





cent of the total labour force. During the next two months, however, the ratio of unemployment took a significant upturn. In June it rose to 6.2 per cent; July, to 6.5 per cent."

This trend to higher unemployment during the best employment months in the year gives us a sinking feeling about manpower training. Training for what?

But, acting on the hopeful assumption that at some stage our economy will advance again, and that advance will likely come about not accidentally but by planned action, we suggest that management, labour, educational institutions and other important groups in the community, should be consulted by government at every stage of the planning process, particularly in the formation of policies and programs.

The Ontario Federation of Labour, as well as other major sections of the trade union movement, is always ready to co-operate and participate on this basis.

#### SUMMARY

May we summarize our submission as follows:

1. The whole matter of manpower training has relevance in the present circumstances only if we can envisage a "full employment" economy with, say, jobless levels no higher than 3% of the working force. In other words, if we are going to train the manpower, we must assume that the economy is going to be able to absorb it. Present indications are not very encouraging.





1  
2  
3  
4  
5 2. To achieve a "full employment" economy,  
6 national planning in the public interest will be necessary  
7 by all levels of government and involving all major  
8 economic and social groups in the Canadian community.  
9 The adaptation of some successful European efforts to  
10 Canadian requirements should be seriously considered.

11 3. The manpower problem itself is a national  
12 problem which cannot effectively be tackled piecemeal,  
13 or with a parochial outlook.

14 4. Perhaps next in importance to adequate  
15 economic growth to achieve full employment is the urgent  
16 need for adequate research. No successful program can be  
17 undertaken without knowing and being able to analyze the  
18 relevant economic and social facts. Research must pre-  
19 cede action.

20 5. Given the essential information about  
21 possible economic growth and manpower, the training and  
22 development of our manpower resources becomes a relative-  
23 ly straightforward proposition.

24 6. Some of the necessary information is  
25 already available from the National Employment Service  
26 and the Dominion Bureau of Statistics. We believe that  
27 not enough attention has been given to these sources by  
28 either provincial governments or employers.

29 7. The systematic re-organization of our  
30 educational system should be accelerated to give better  
balance between academic, technical and vocational  
courses in keeping with the modern industrial age. Our  
youth should be encouraged to stay in school longer, to  
properly equip them for their careers. At the same time





1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30

they would be kept off the labour market at a critical period. Portable pensions and earlier retirement age could have a similar effect at the other end of the age cycle.

8. All measures undertaken at the national level require provincial and municipal co-operation and co-ordination.

9. Much more consideration and emphasis should be placed on apprenticeship in all its aspects. The apprenticeship system should be reasonably flexible, but certain main objectives should be clearly aimed at. Apprenticeship should be geared to the needs of trade and industry; better training and higher standards of competency should be utilized to give apprenticeship new prestige; national standards should be established to help assure the mobility of the trained work force; an advisory committee should be set up to co-ordinate the school courses with the apprenticeship training programs.

10. In this age of the second industrial revolution, outworn cliches should be cast aside. Laissez faire economics are a dead issue. "Government interference" is not reprehensible. Planned action by all levels of government is mandatory if our economy is to grow and best use made of our material and human resources.

What one union is now doing in the field of apprenticeship training and upgrading is to be found in the outline of the Steelworkers' C.W.S. program in Appendix "A" attached hereto. We trust this will be of assistance.

We hope our submission to this Committee

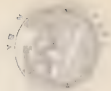




1  
2  
3  
4  
5 will prove helpful in some small measure at least. We  
6 have indicated some approaches which we believe need to  
7 be considered. We have also indicated that with the  
8 best intentions in the world the problems facing us are  
9 too big to be fully encompassed by any single brief,  
10 or even by the wider resources of this Select Committee.  
11 We look forward to your findings and trust that it will  
12 be, not the end, but just the beginning of a wider attack  
13 on the problems of this very complex age.

14 All of which is respectfully submitted  
15 by the Ontario Federation of Labour.

16 D. B. Archer : Douglas F. Hamilton,  
17 President Secretary-Treasurer.  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30



100

will prove helpful in some small measure at least. We  
have indicated some approaches which we believe need to  
be considered. We have also indicated that with the  
best intentions in the world the problems facing us are  
too big to be fully encompassed by any single party,  
or even by the great mass of this United Committee,  
we look forward to your findings and trust that it will  
be, not the end, but just the beginning of a wider attack  
on the problems of this very complex age.  
With it which is respectfully submitted  
by the British Council in Japan.

Douglas P. Hamilton,

U. S. Advisor



APPENDIX "A"

Brief Outline Steelworkers Union C.W.S. Program

\*[The CWS (Co-Operative Wage Study) program of the United Steelworkers of America was instituted on November 25, 1944. On this date the National War Labour Board of the United States of America ordered the basic steel producers to meet with the Union to work a basis of agreement relating to job classifications and the elimination of wage inequities. First steps to establish the program in Canada were taken in 1951. Now the program is included in the agreements of 98 locals of the Union in Canada, covering about 55% of the Union's Canadian members.]

In CWS\* plants all the trade or craft jobs are described and classified under the CWS system. There is also as part of the system a Schedule of Apprenticeship Training Periods and rates pertaining to those periods. The schedule is based on 6-month training periods with the lowest apprentice rates starting at Job Class 1 and advancing by means of the schedule in terms of specific job classes to the point where the apprentice becomes a full qualified tradesman and is receiving the fully qualified tradesman's rate. An employee, for example, who is an apprentice having served his apprenticeship and completed it satisfactorily is then assigned into a starting rate, 6 months later advances to the intermediate rate and 6 months later advances to the standard rate. In the trade or craft jobs we have a three-rated structure because of the qualifications





1  
2  
3  
4  
5 factor of the employees who are involved in trade or  
6 craft jobs. The trade or craft jobs themselves are des-  
7 cribed and classified on the basis of being performed  
8 by a fully qualified tradesman and therefore you have  
9 this factor of employee qualifications entering the  
10 picture in deciding which rate level they are initially  
assigned to.

11 Employees who are not apprentices have,  
12 under CWS, the right, if they are not assigned to the  
13 standard rate, to claim advancement each 1040 hour  
14 (6-month) period.

15 Under CWS, with regard to the apprentices,  
16 we of course concern ourselves primarily with the rates  
17 of pay. That is, we do not concern ourselves too much  
18 with the type of training that is given to the apprentices  
19 in each of the specified 6-month training periods. We  
20 do, however, have the jobs described and classified;  
21 because of this, naturally any training that is given  
22 to the apprentices must be consistent with the require-  
23 ments of the jobs as they are described.

24 The only place where we entered into  
25 talks and, in fact, negotiations about the kind of train-  
26 ing that would be given to apprentices, was with the Iron  
27 Ore Company in Schefferville. We have not entered into  
28 talks with any other company about the kind of training  
29 that would be given to the apprentice during his period  
30 of apprenticeship. We have pretty much concerned our-  
selves only with the rates of pay of apprentices. It  
follows, however, under the program, that when you have  
the jobs described and classified and if apprenticeships





1  
2  
3  
4  
5 are established for those jobs, the training given  
6 apprentices is such as will qualify them in relation to  
7 the requirements for the jobs as they are set out in  
8 the descriptions.

9 One of the areas in which questions  
10 arise regarding apprenticeships is the testing procedures  
11 that are used. The first question is whether or not an  
12 apprentice has to take tests after each period of his  
13 apprenticeship. Secondly, the question arises as to  
14 whether or not the apprentice takes tests at the conclu-  
15 sion of his apprenticeship period and thereafter whether  
16 he has to take tests in going from the starting to the  
17 intermediate, or from the intermediate to the standard  
18 rate as do other trade or craft employees who are not or  
19 have not been apprentices. On this score we do not have  
20 a clearly defined procedure. In some plants the  
21 apprentices are tested at the end of each period in order  
22 to advance to the succeeding period; in other plants  
23 they are not. In all plants, however, the apprentices  
24 do take a test at the completion of their apprenticeship  
25 course to determine whether or not they will be advanced  
26 to the starting rate of the craft.

27 An apprentice, however, once he has  
28 passed his apprenticeship test and is assigned to the  
29 starting rate, does not take tests thereafter to advance  
30 into the intermediate or the standard rates. Progression  
thereafter is automatic, based on time progression alone,  
i.e., the apprentice serves 1040 hours or 6 months at  
the starting rate, then automatically advances to the  
intermediate rate, 6 months later automatically advances





1  
2  
3  
4  
5 to the standard rate.

6 At IOC (I.O.C. - refers to the Iron Ore  
7 Company of Canada) where we have the most comprehensive  
8 apprenticeship training procedures, the apprentices are  
9 required to pass tests at the end of each period. They  
10 may, if they fail to pass a test at the end of the given  
11 period, choose to advance to the next succeeding period,  
12 but they must, before they advance from that period, pass  
13 the test not only for that period but for the one pre-  
ceding that in which they had failed before.

14 All apprentices take practical training,  
15 but also have that practical training supplemented by  
16 technical instruction. Most of this kind of instruction  
17 is based on ICS courses, if it is not in fact ICS  
18 courses. (I.C.S. - refers to the International Correspondence  
19 Schools). In IOC, for example, because of the  
20 bilingual problem, the Company has had to develop its own  
theoretic training courses.

21 One other point on testing, whether it  
22 be of apprentices or of people who are already assigned  
23 to either the starting or the intermediate rate levels  
24 of a trade or craft job, we always insist that such tests  
25 be of a practical on-the-job nature and not on theoretic  
26 matter. The sole exception to this is the apprentice  
27 himself who may be required to take a theoretical test  
28 as well as a practical test in trying for advancement  
29 from one to another of his training periods. Otherwise,  
30 we always insist on the tests being of a practical nature.





1  
2  
3  
4  
5 I want to thank you again, sir, and your  
6 members for being so kind as to listen.

7 THE CHAIRMAN: Are there any questions?

8 MR. MORNINGSTAR: That is a very nice  
9 brief. It is very informative.

10 THE CHAIRMAN: Let us tear it to pieces  
11 then.

12 MR. MORNINGSTAR: Is there any recommen-  
13 dation or suggestion about the age limit that an  
14 apprentice should be? Now, I think it is twenty-one years  
15 of age, the maximum age for anyone taking out apprentice-  
16 ship. Do you people recommend an increase in the age  
17 there?

18 MR. ARCHER: No, sir, not as the  
19 apprenticeship system is now set up. It is mainly for  
20 the recognized trades, all of which are well stocked,  
21 practically over-crowded. To train people in jobs that  
22 may well be disappearing and for which there are plenty  
23 of manpower and trained personnel available does not  
24 seem to us to be getting to the root of the problem.  
25 I know it has become a major irritant lately, but from  
26 a long-term look at the thing we do not believe it is  
27 going to solve the problem that you people have to  
28 wrestle with. For instance, if you lower the age limit  
29 --- not with carpenters, because they are not a register-  
30 ed trade --- but a plasterer, there are thousands of  
31 them, and welders out of work. To lower the age limit  
32 won't solve your problem and clean up the unemployment  
33 and get the economy going and provide the manpower that  
34 is needed for the new trades and skills that will be





needed in Canada.

THE CHAIRMAN: We should not ever put a ceiling on ambition. A man twenty-one years old deciding he wants to become an auto mechanic or any other trades that are certified and some more trades that we ~~should~~ certify --- who should say that a man twenty-one years old cannot learn it if he wants to?

MR. ARCHER: Of course, this is all very well. Again, as a central organization I think you should take this matter up with the registered trades when they present their briefs. But, to an already overcrowded trade with hundred of unemployed knocking at their doors, asking for jobs, to suggest to them that they should train more unemployed for them to cope with, is hardly a prospect to which they look forward.

MR. CARRUTHERS: Do you believe that the trades should be certified, more than carpenters and that?

MR. ARCHER: Carpenters are not, of course.

THE CHAIRMAN: That is the question. Should there be more trades certified?

MR. ARCHER: That have a higher competency?

MR. CARRUTHERS: Would you raise your age limit if you had certification?

MR. ARCHER: You might be able to. I don't know. You would have to ask the trades involved. I haven't enough factual information as to numbers to be able to answer that one intelligently.





1  
2  
3  
4 MR. CARRUTHERS: But, would you be in  
5 favour? You feel that more trades should be certified?

6 MR. ARCHER: I think there should be a  
7 higher standard of competency in the trade. I have been  
8 worried about us filling our vacancies, in many of the  
9 higher skilled trades, by European immigrants who come  
10 over here with their certificates and I have been worried  
11 that Canadian boys --- actually, one of our problems has  
12 been that there are Canadian boys with high academic  
13 standards who have grades twelve and thirteen, and so  
14 on, who are driving trucks and it seems to me we might  
15 more quickly, if we can get a work, learn and earn sort  
16 of programme where these fellows can make a living, we  
17 might more quickly retrain them into jobs that are  
18 available and let some of the others take the dead-end  
19 jobs that they are in. This is something that has  
20 intrigued me. That is going on all over Europe. It just  
21 is not done in Canada at all, where a fellow can work  
22 three days on the job and three days at school and he has  
23 already got his grade twelve, and he could be put into  
24 some of the higher skilled jobs that are --- not begging  
25 --- but, there are opportunities for them, but if he did  
26 that and got this opportunity of finding a job, he would  
27 leave available the truck driver's job for somebody.

28 MR. CARRUTHERS: There it may be a matter  
29 of distance to the training centre. I mean, they are  
30 small countries.

31 MR. ARCHER: That is right. That is a  
32 problem for you to wrestle with. The Ryerson Institute  
33 is the only one in Toronto.





1  
2  
3  
4  
5 MR. HAMILTON: I think that is putting  
6 too much emphasis on this one minor question. The overall  
7 very major problem, I think, is putting it out of all  
8 proportion altogether. I agree that there is an argument  
9 for both sides of whether the age limit should be  
10 increased from twenty-one to twenty-four. But, I leave  
11 with you this, that this is a very minor point in the  
12 overall project with which this Committee must wrestle  
13 and that is the re-training and training of manpower  
14 for industry in Ontario.

15 I think if all you do is simply change  
16 the age limit in the apprenticeship, that this Committee  
17 will fall by the wayside. Taking it in the perspective,  
18 this is a very minor point in the overall picture.

19 THE CHAIRMAN: I think that is a problem,  
20 but not our only one. We have clarified with every group,  
21 and we intent to, because this was put there for some  
22 reason, and, in my opinion, and in the Committee's opinion,  
23 it must be removed. We are going to deal with many other  
24 problems and we have heard about these boys with grade  
25 twelve and grade thirteen. We are concerned about the  
26 boys who do not have an opportunity to get grade nine or  
27 ten and they are twenty and twenty-one and we must do  
28 something about them or they will never be fit for a job.

29 MR. HAMILTON: Then you are faced with  
30 another problem because we are talking about today's  
trades --- the carpenter trades --- but, the trades of  
five years from now, it won't matter what you do with the  
age limit on apprenticeship, he will have to have  
academic education. He won't fit into the automated





1  
2  
3  
4  
5 society of five or six years from now. To become an  
6 electrician today, you can't if you only have grade eight  
7 or grade nine education. You have to have mathematics  
8 and more education. If you are going to talk about  
9 changing the age limit, then you have to talk also about  
10 what type of training or what level of training does he  
11 have to have for a specific trade. Then you have to  
12 look at each trade as it presents itself and the problems  
13 involved in training. I think you have to take a look  
14 at each particular trade as it applies and will likely  
15 apply in ten years.

16 THE CHAIRMAN: You do not agree with  
17 some of the people that come here and say they can take  
18 a boy with grade eight and has some knowledge of work  
19 and take him and train him and bring up his mathematics  
20 and the things he needs to be an electrician? You do  
21 not think that that could happen?

22 MR. HAMILTON: Yes, I agree.

23 THE CHAIRMAN: That is the training we  
24 are interested in. We do not want to begin with grade  
25 twelve or grade thirteen.

26 MR. ARCHER: I think if we are going to  
27 do that, I think you can take a few boys, if you are  
28 going to throw them into our trades, where we are trying  
29 to have high standards of competency --- and maybe you  
30 think we are putting bars because we want high standards  
of trades. Maybe we can train them for lawyers and  
doctors and all the other things.

THE CHAIRMAN: I didn't mean anything  
of the kind.





1  
2  
3  
4  
5 MR. ARCHER: We are trying to get a high  
6 standard of competency in our trade and because of  
7 changing conditions we have these requirements of high  
8 academic standing for a trade. The electricians have  
9 grade twelve; most of the printing trades are grade ten.  
Are you suggesting that we lower those standards?

10 THE CHAIRMAN: No.

11 DOCTOR CRISPO: I think what the dis-  
12 cussion really is focusing on is the question of whether  
13 there is not a role to be played by some sort of pre-  
apprenticeship training?

14 MR. ARCHER: Academic?

15 DOCTOR CRISPO: Yes. It may be done  
16 through the trade schools. Even now, they are doing some  
17 academic work. Perhaps you might explain your thinking  
18 on this possibility. This would be something that might  
19 be taken as an equivalent to grade ten, eleven or twelve.  
20 It wouldn't be through the academic high schools. It  
21 would be taken by those people that you are mentioning  
22 with grade nine, and providing them with pre-apprentice-  
ship training in specialized fields.

23 MR. CARRUTHERS: Specialize in mathematics?

24 DOCTOR CRISPO: Yes. They do not need  
25 French.

26 MR. ARCHER: If I understand what you  
27 are saying, I simply have no disagreement with that at all,  
28 that the boys who have grade nine and ten be given other  
29 subjects. I am afraid that if you take the unfortunate  
30 person that some people seem to be talking about, who is,  
I do not know how to say it, but close to illiterate,





1  
2  
3  
4 and so on, and try to spend all your money and everything  
5 trying to train him for a skilled job, you are going to  
6 spend an awful lot of money and time. It is doubtful  
7 that you are going to turn out the skilled person you  
8 want and you are not going to accomplish very much, much  
9 as I feel sorry for him and would want to do something  
10 for him. It is very hard to.

11 MR. CARRUTHERS: We have a great number  
12 with fairly high academic ability. Those people could  
13 be brought up by essential studies?

14 MR. ARCHER: I couldn't agree more with  
15 that, sir.

16 MR. CARRUTHERS: I notice on page  
17 15, the percentage of the labour force in unemployment.  
18 I understand that various countries have different bases,  
19 standards which they go by in developing this percentage.  
20 I understand that Sweden, for instance, when they base  
21 their unemployment picture on the Canadian system, they  
22 double their unemployment.

23 MR. ARCHER: That would not make a great  
24 deal of difference, since they have full employment.  
25 I think, using the standards we use now, we consider  
26 three per cent unemployment full employment, and that  
27 allows for a mobility of labour and I think that is  
28 generally accepted.

29 MR. CARRUTHERS: What I am getting at  
30 is that, for instance, let us say it was eight decimal  
something unemployment, which is higher than ours, which  
is around six, when they base it on the Canadian standard.

MR. HAMILTON: If I understand your





1  
2  
3  
4 question correctly --- and you correct me if I am wrong  
5 --- you are saying if Sweden or some of the other  
6 countries were to use the same method or yardstick of  
7 compiling unemployment that their unemployment would be  
8 as high as ours was or higher. Let us suppose this is  
9 true. Our argument is that in Canada now we have a high  
10 rate of unemployment. When a man is out of work, he is  
11 out of work. Regardless of how it is compiled statisti-  
12 cally, when he is out of work, he is out of work, and  
13 we do not particularly care how you compile it or how you  
14 show it in statistics. He is out of a job and he needs  
15 work. This is what we say.

16 MR. CARRUTHERS: They say: Look at  
17 Sweden, how well they are doing --- a very low percentage  
18 of unemployment.

19 MR. HAMILTON: I think no matter how  
20 you measure it, if you travel about Europe at all, in  
21 the European Common Market, even in Great Britain, you  
22 will find that the rate of unemployment is nil. I was  
23 there a year ago and they were trying to get even  
24 Belgium and Holland and in some parts of France, immi-  
25 grant labour --- you know, pick and shovel type of labour  
26 from Italy and Portugal and some other countries. So  
27 they had, a year ago, a very, very high rate of employ-  
28 ment.

29 MR. CARRUTHERS: We brought in a lot of  
30 Italian immigrants to Canada and yet we still had un-  
employment.

MR. HAMILTON: Yes. The picture is  
different in Europe, I can assure you.





1  
2  
3  
4 DOCTOR CRISPO: There is this problem.  
5 You are concerned about the unemployment?

6 MR. ARCHER: My Research Director is  
7 a graduate of the University of Stockholm and I was  
8 getting the figures from my friend here, you can talk to  
9 him afterwards.

10 DOCTOR CRISPO: I am wondering about  
11 this problem of unemployment in the trades. Let us  
12 assume there is a problem there. There has been, for the  
13 last few years, although this August has been the first  
14 time I suppose so many of the trades have been working  
15 to capacity --- but, assuming there is that problem,  
16 if you look at the apprenticeship figures in this  
17 Province, we are not getting enough apprentices to  
18 replace people for the future. Now, what should be done  
19 to ensure that more workers that go into these trades  
20 go through proper apprenticeship training? Right now I  
21 think some of the craft unions are taking in people that  
22 they should not be and they are insisting that employers  
23 pay them journeyman rates and they are obviously not  
24 going through apprenticeship.

25 MR. HAMILTON: If I had arbitrary powers  
26 --- and none of us have --- but, I think there is never  
27 any quantity problem in the Province of Ontario to  
28 encourage young people to go into skilled trades of any  
29 kind and what has been happening in Ontario is that the  
30 academic subjects and getting to university and getting  
a B.A., a Ph.D., or becoming a doctor or lawyer has been  
glorified within the academic school system and I think  
before going back and raising the age of the apprentice-  
ship, if you get some counselling in the academic

DOCTOR: (RINGS) There is this problem.

You are concerned about the unemployment.

DR. (RINGS) Yes, because in the past

a graduate of the University of Economics and

getting the degree from my friend here, you can fail to

him state.

DOCTOR: (RINGS) I am, certainly, I am.

This position of unemployment in the past, not as

assume there was a problem here. There has been, for the

last few years, this is not a problem, it has been a first

time I suppose so many of the things have been coming

to attention, but, certainly there is that feeling.

if you look at the unemployment figures in this

country, we are not getting enough opportunities.

figures, people are in the past, when we should be doing

to change, it is not that good, it is not that

to change, it is not that good, it is not that

change, it is not that good, it is not that

change, it is not that good, it is not that

change, it is not that good, it is not that

change, it is not that good, it is not that

change, it is not that good, it is not that

change, it is not that good, it is not that

change, it is not that good, it is not that

change, it is not that good, it is not that

change, it is not that good, it is not that

change, it is not that good, it is not that

change, it is not that good, it is not that

change, it is not that good, it is not that

change, it is not that good, it is not that

change, it is not that good, it is not that

change, it is not that good, it is not that



1  
2  
3  
4 educational system and show the person that there was a  
5 good livelihood to be made in the skilled trades and  
6 that there was likelihood of a job in the skilled trades,  
7 that then you would get sufficient people to go into  
8 them. I agree that there is a lack of interest in  
9 training for the apprenticeship system and I think this  
10 is a lack in our school system. I think if you could  
11 change the emphasis of glorifying the academic education,  
12 to vocational training, in the public schools, then you  
13 would get all kinds of bright, young people to come  
14 into the trades. This is the direction in which we should  
15 work.

16 MR. EBERLEE: When you come to the  
17 building trades and you take a look at the figures on  
18 the total number of journeymen turned out since 1928,  
19 in some of these trades, you begin to wonder whether you  
20 need the apprenticeship system at all because we have  
21 been getting along for thirty years without a very large  
22 proportion of our labour force in carpentry and bricklay-  
23 ing, and so forth, being qualified journeymen.

24 MR. HAMILTON: I think what you have to  
25 take a look at also --- and we are talking about training  
26 and re-training, particularly in the building trades ---  
27 is this --- the tremendous change which takes place in  
28 a very short time in any of the given trades. Now, the  
29 carpentry trade, that is a good example. The carpentry  
30 trade of even seven or eight years ago is not the same  
trade at all anymore. You are doing entirely different  
work, the type of structure that is going up. If I have  
any criticism in any of the skilled trades, it is that





1  
2  
3  
4 they have not really kept abreast of the technological  
5 change that is going on, even in the trades we are talk-  
6 ing about, of construction. Now, you have to weigh  
7 this now and I think you have to be practical about this,  
8 where you have a business agent who has one hundred men  
9 on his books for whom he is looking for work and doesn't  
10 get them and then, at the same time, of saying how many  
11 apprentices should be trained in this particular field.  
12 I think that all these problems have to be weighed before  
13 you can give any firm figure of how many apprentices  
14 should be trained. I think this is the question that  
15 they must find out: How many apprentices should we  
16 train? They do not know. To put a figure on it is  
17 difficult because it changes so rapidly. The proportion  
18 of carpenters on a construction job is different than  
eight years ago.

19 MR. THOMPSON: What kind of training  
20 would an apprentice have?

21 THE CHAIRMAN: Do you mean the basic  
22 skills of a carpenter are any different than they were  
23 twenty years ago --- the basic skills?

24 MR. HAMILTON: Yes, I think so.

25 THE CHAIRMAN: In what respect?

26 MR. HAMILTON: There isn't the detailed  
27 crafting or work that goes into a building when you put  
28 up panels, and so forth. He doesn't need those skills.

29 MR. EBERLEE: Could you get people to  
30 do it, if there was the demand for that?

THE CHAIRMAN: If I wanted it, where  
would I get one of these carpenters today?





1  
2  
3  
4  
5 MR. HAMILTON: They are few and far  
6 between because there is no work available because if  
7 you train those kind of skills and there is simply no  
8 work for them ---- I think is it not that there hasn't  
9 been work for that skill. I think the problem is that  
10 the skills have changed so considerably because a  
11 carpenter on a building now, he is hammering nails. That  
12 is about it.

13 MR. ARCHER: Isn't this your whole  
14 problem, that we keep thinking of these registered trades  
15 and whether we should have more apprentices. Obviously,  
16 our apprenticeship system, good, bad or indifferent,  
17 has not only turned out enough of these tradesmen, but  
18 more than enough, since many of them are unemployed ,  
19 to do the jobs that are necessary. Isn't the real  
20 problem that you chaps have to wrestle with is not how  
21 to put more apprentices into these trades that are already  
22 over-crowded and enough skilled tradesmen have been  
23 provided by whatever means, but that there are new trades  
24 opening up and new skills opening up for which there is  
25 a demand, and I am thinking of the I.B.M. machines and  
26 the technicians and technologists, and so on. How do we  
27 direct our labour force into this field? Your appren-  
28 ticeship training, even they admit have shortcomings  
29 and I am sure this would be true of anything. Your  
30 apprenticeship training, for all its shortcomings, has  
been turning out enough apprentices in the building  
trades, building materials and houses, buildings and  
everything else, after the post-war boom in Canada so  
that now many of them are left unemployed. What is to be





ANGUS, STONEHOUSE & CO. LTD  
TORONTO, ONTARIO

1  
2  
3  
4  
5 gained, really? It would be nice to be able to turn out  
6 more apprentices in this field. That won't get you  
7 any further ahead.

8 MR. THOMPSON: I would say that in  
9 connection with this that there have not been many people  
10 go through apprenticeship in order to get into this field.

11 MR. ARCHER: There is no carpentry  
12 apprenticeship, none set up.

13 MR. CARPENTERS: We have seven hundred  
14 and something.

15 DOCTOR CRISPO: That was since 1928.

16 MR. THOMPSON: Yes.

17 THE CHAIRMAN: There is apprenticeship  
18 training set up.

19 DOCTOR CRISPO: The rest pick it up on  
20 the job.

21 THE CHAIRMAN: It is not certified, but  
22 it is a designated trade.

23 MR. ARCHER: It is not even a designated  
24 trade, is it?

25 THE CHAIRMAN: Yes.

26 MR. EBERLEE: In the bricklaying trade,  
27 there have only been about eight hundred.

28 MR. HAMILTON: Let me ask Mr. Eberlee:  
29 Has there ever been in Canada, from the manpower or the  
30 construction boom that we have had, any great shortage  
of skilled people in any area in Canada?

MR. EBERLEE: Oh, yes.

THE CHAIRMAN: Definitely. In some  
areas --- for example, down in Frontenac, there was a





1  
2  
3  
4 shortage of bricklayers a few years ago, down east.

5 MR. ARCHER: Your only trouble there  
6 was mobility.

7 THE CHAIRMAN: But there still was a  
8 shortage. If people won't move from Toronto, there is a  
9 shortage. There is a shortage of carpenters in Frontenac  
10 right now.

11 MR. LINESS: Doug is a construction man.  
12 You have chosen the two trades to argue on that are  
13 gradually dying.

14 MR. ARCHER: I didn't want to say it.

15 MR. LINESS: I will say it. You have  
16 the pre-fab and pre-stress concrete taking the place of  
17 bricklayers. A good part of that, you will see, if you  
18 happen to go up Yonge Street, at the corner of Yonge  
19 and Eglinton, where you will see pre-stress concrete  
20 panels on the new building there. I think they are about  
21 thirty feet high and it takes about one hour to put them  
22 up and it does away with bricklayers. There are many  
23 points of construction that is going on that basis where  
24 these trades are losing out all the time and where a  
25 building at one time, all joist work was wood, today it  
26 is all steel and it goes up much faster.

27 THE CHAIRMAN: It is not all steel.

28 MR. LINESS: Mostly.

29 THE CHAIRMAN: But not all.

30 MR. LINESS: There are very few buildings  
of any size that are ever going up where there are wood  
joists going in.

THE CHAIRMAN: You are talking about





1  
2  
3  
4 Toronto?

5 MR. LINESS: In Ontario. In fact, I  
6 will state in the last month I have been out of town  
7 organizing and the same thing is applying in Owen Sound  
8 and in the smaller areas; pre-cast has gone there too.  
9 Your school at Collingwood is going up pre-cast.

10 THE CHAIRMAN: We were on a tour last  
11 week and saw five new buildings that didn't have steel  
12 or pre-cast --- either one --- and they have been built  
13 in the last two years.

14 MR. LINESS: Pre-cast is only coming  
15 into its own. If you study that, you will find that in  
16 the very near future most of your large buildings will  
17 be going up in that style --- even the Toronto City Hall.

18 THE CHAIRMAN: Oh, yes. I suppose one  
19 reason for that is that it is a cheaper type of con-  
20 struction?

21 MR. LINESS: Cheaper to put up.

22 THE CHAIRMAN: But it is a cheaper type  
23 of construction?

24 MR. CARRUTHERS: More durable.

25 MR. LINESS: Just as durable.

26 MR. BOYER: Would one reason be the lack  
27 of skilled bricklayers?

28 MR. ARCHER: Not in Toronto.

29 MR. BOYER: Certainly there is a big  
30 shortage of bricklayers in the Province?

MR. ARCHER: I would debate it with you  
and I would not think there was a shortage of bricklayers  
or carpenters.

Toronto?

MR. LINDSAY: In Ontario. In fact, I

will stand in the next month I have been out of town  
organizing and the one thing is applying in Owen Sound  
and in the smaller ones; pre-cast has gone there too.  
Your school at Collingwood is going as pre-cast.

MR. CHAIRMAN: We were on a tour last  
week and saw five pre-cast buildings that didn't have steel  
or pre-cast -- either one -- and they have been built  
in the last two years.

MR. LINDSAY: Pre-cast is only coming

into its own. If you really think you will find more in  
the very near future some of your large buildings will  
be going as in that style -- even the Toronto City Hall.  
MR. CHAIRMAN: Oh, yes. I suppose one

is also for that is that it is a cheaper type of construction.

MR. LINDSAY: Whether to put up

of construction?

MR. LINDSAY: More durable.

MR. LINDSAY: Last as durable.

MR. LINDSAY: Would one reason be the fact

of building materials?

MR. LINDSAY: Not in Toronto.

MR. LINDSAY: Certainly there is a big

shortage of materials in the Province?

MR. LINDSAY: I would debate it with you

and I would not think there was a shortage of materials

or carpenters.



1  
2  
3  
4 MR. BRUNELLE: I am from Northern Ontario.  
5 You will see there are plenty of carpenters, that these  
6 chaps call themselves carpenters and a great majority  
7 are -----

8 MR. ARCHER: -----wood butchers.

9 MR. BRUNELLE: They are not carpenters  
10 and that is the big problem as I see it, not only in  
11 carpentry but among other trades. They are not skilled  
12 or competent.

13 MR. ARCHER: Would they get any more  
14 work if they were competent?

15 MR. BRUNELLE: If they were competent,  
16 definitely.

17 THE CHAIRMAN: If a man is good, wouldn't  
18 he get a job?

19 MR. ARCHER: Not if the job is not there.

20 MR. HAMILTON: I think you raised a  
21 problem now. Suppose that the fellow had a job to build  
22 form work and he was just a hammer and saw man --- and  
23 these are in greater demand than skilled carpenters ---  
24 what would it benefit him if he were a doctor or a  
25 lawyer by training to make a better hammer and saw man?  
26 The facts of the matter are that supply and demand have  
27 made the carpentry trade today exactly what it is, that  
28 you need about seventy or eighty per cent hammer and saw  
29 men and about ten or twenty per cent skilled carpenters.  
30 There isn't the demand for skilled carpenters --- that,  
I know. This is what I am saying. This is a matter of  
use of manpower. For example, we will go into the  
academic field. Right today, I know of several





1  
2  
3  
4 firms who are using graduate engineers as salesmen. This  
5 is ridiculous. So that I am saying that there would be  
6 no more skilled jobs available even if the person was  
7 skilled in the art and what good would it do to be  
8 skilled in an art if he was doing form work and hammer  
9 and saw work? I think the law of supply and demand in  
10 Ontario, at least, has made the hammer and saw people  
11 what they are --- exactly the work that they are doing.

12 DOCTOR CRISPO: Mr. Chairman, you have  
13 hit a point which I have been wanting to get at and you  
14 have given me the particular evidence I needed to make  
15 it as telling as I can. You are asking for certification  
16 and you would probably find a fair amount of sympathy  
17 here for that. But, take carpenters. Are you asking  
18 this Committee to certify one grade of carpenter when  
19 you yourself admit that only twenty to thirty per cent  
20 have to be qualified carpenters?

21 MR. LINESS: I would think no. I would  
22 think that you can't at this juncture in our development  
23 and maybe more so down the road, if we are talking down  
24 the road, when there is a great discrepancy in the skills  
25 to do the kind of carpentry work on a mass production  
26 basis that we now have.

27 DOCTOR CRISPO: So maybe they should  
28 think in terms of certifying a journeyman carpenter and  
29 a carpenter helper?

30 MR. LINESS: It might be.

DOCTOR CRISPO: You see, the thing that  
might worry some of us, we have people and we all know  
those people that could never be skilled carpenters and

...who are using an obsolete equipment as a business. This is ridiculous. So that I am saying that there would be no more skilled jobs available even if the person was skilled in the art and what good would it do to be skilled in the art if he was doing form work and hammer and saw work? I think the law of supply and demand is that there are -- exactly the work that they are doing. ... Carpenter, you have

...a man who I have been waiting to get at and you have given me the picture of a man who I needed to make it as tight as I could. I am not waiting for certification and you would not give him a bit of account of experience. ... Are you asking this question to get the picture of a man who is waiting for certification when you yourself would not give him a bit of account of experience to thirty per cent of the work that he is doing?

...I would think not. I would think that you could be a bit further in our development and we are not so far from the road, if we are talking down the road, when there is a great discrepancy in the skills of the kind of work that we are doing. ... So maybe that should be the kind of work that a journeyman carpenter and a carpenter should

...You see, the thing that might worry some of us, we have people and we all know these people that could never be skilled carpenters and



1  
2  
3  
4 yet are quite competent wood butchers. You get them in  
5 the residential construction field in this City. They  
6 can put a sub-floor down or window frames. But, you ask  
7 them to put up a frame or anything that requires real  
8 skill -----

9 MR. HAMILTON: The vast bulk of the con-  
10 struction in mass construction in Toronto, at least,  
11 today does not require the kind of skills that are  
12 needed. You do not require the kind of skills except in  
13 marginal operations where you want somebody to lay out  
14 some joists. If you had the skills to lay joists out,  
15 a rough carpenter would do the work that he had to do.

16 DOCTOR CRISPO: This has very serious  
17 implications for certification.

18 MR. HAMILTON: But, I think you have to be  
19 realistic.

20 MR. THOMPSON: I think it also raises a  
21 very serious question. Looking at the programmes both  
22 for apprenticeship training for carpenters and also in  
23 vocational schools, where there is an emphasis on turning  
24 out a highly skilled cabinet maker, if he is going into  
25 the construction industry there is only about ten per  
26 cent needed?

27 MR. HAMILTON: With all the skills that are  
28 inherent in top craftsmanship?

29 MR. THOMPSON: So that perhaps there is  
30 an over-emphasis on the training given an apprentice in  
carpentry?

MR. HAMILTON: Don't misunderstand me.  
I think one of the falacies in Canada is that we haven't





1  
2  
3  
4 used the potential of the people whom we have available  
5 and we have badly mismanaged and badly misused them and  
6 I think that each individual's potential should be put  
7 to the N-th degree so that he can be used wherever he  
8 possibly can be. It would be ridiculous to send a person  
9 to university to get a Ph.D., and then have him as a  
10 hammer and saw man. I think that, taking it at the  
11 individual level, his capacity should be developed in  
12 whatever area they may find themselves.

13 THE CHAIRMAN: How can you do that?

14 MR. HAMILTON: What we have to do is to  
15 find a system in Ontario where he can make available this  
16 kind of training or go to get this kind of training for  
17 the things, regardless of where he wants it, in the  
18 carpentry trade or any other vocation that he might seek.

19 MR. GRAIGS: If I might add something  
20 to Mr. Hamilton's remarks. This question of the law of  
21 supply and demand is essentially an evolutionary force.  
22 Taking the question of the electrician, you may or may not  
23 have heard there is a particular local of the Electricians  
24 Union in New York City who get about six or seven dollars  
25 an hour at the present time and these are a specialized  
26 group of people who are ~~nearer technicians~~ than they are  
27 in the ordinary sense of the work electricians. These  
28 people are evolving in their own craft. This is a much  
29 higher standard. They are mostly engaged in complex  
30 jobs on skyscrapers and that sort of thing, but they  
are still electricians.

MR. EBERLEE: The electricians were here  
yesterday and we discussed with them whether you had to





1  
2  
3  
4 have a certain standard, whether everybody had to be a  
5 journeyman electrician or whether you could have helpers,  
6 or whatever you want. But, they seemed to think that  
7 everybody had to be.

8 MR. HAMILTON: I disagree with you on  
9 that. I think that you picked a wrong one because I  
10 think there is a greater evenness to the skills required  
11 for a basic electrician than a carpenter. I think the  
12 carpenter one is a greater spread, where the electrician  
13 has to have some pretty basic knowledge of materials and  
14 ratios and so on and so forth.

15 DOCTOR CRISPO: I agree with you on the  
16 general points. But, even in electrical house wiring,  
17 as opposed to industrial electrical work, there is a  
18 world of difference.

19 MR. ARCHER: Have you had the Canadian  
20 Manufacturers' Association, Ontario Division?

21 DOCTOR CRISPO: They are going to appear.

22 MR. ARCHER: They probably will be  
23 raising the devil with you about the certification of  
24 stationary engineers, saying it is unnecessary.

25 THE CHAIRMAN: That is almost a lost art.

26 MR. ARCHER: The stationary engineers  
27 do not think so.

28 THE CHAIRMAN: There aren't too many  
29 left.

30 MR. LINESS: I would like to say this,  
on behalf of the wood butchers. These so called wood  
butchers, if you brought a highly skilled carpenter to  
do the same job as they, they would be left so far behind





1  
2  
3  
4  
5 that they wouldn't even be employed. They are different  
6 crafts, just the same as there are different people  
7 working on a car, like the ignition experts, and so on.  
8 Carpenters are in the same grade. The highly skilled man  
9 you have been talking about, I would put him in the class  
10 of a cabinet maker, as this gentleman did here. But,  
11 you need them of all kinds, and the carpenters in their  
12 own line, doing the jobs that they are doing.

13 MR. BRUNELLE: This is true; except  
14 that they should be paid according to their skills.

15 MR. ARCHER: They will be paid according  
16 to their ability to organize and get money out of the  
17 employer, and no other way.

18 MR. HAMILTON: We are not talking here  
19 about setting rates of pay for these people.

20 MR. THOMPSON: I appreciate that. But,  
21 let us raise our heads upwards and see the whole broad  
22 approach to this. On the other hand, we should appreciate  
23 that we are just a part of the broad approach to re-  
24 training. That is an essential question. We are still  
25 here as a Committee to look at what we can do as well as  
26 combining with the National Government and others and I  
27 feel that with more groups such as yours here, that  
28 perhaps, although we have limitations, it would help us  
29 if we talked about some concrete areas rather than just  
30 give the general picture. If I can propose some concrete  
area, I would like to propose the area of Italian  
immigrants. Now, I know that that question is not the  
issue here. But, I am asking you --- they say two hundred  
thousand Italian immigrants in Toronto --- what would





1  
2  
3  
4 you suggest are the immediate steps toward either re-  
5 training or helping these men, apart from the complex  
6 picture?

7 MR. HAMILTON: My quick answer is why  
8 separate the Italian immigrants from any other Canadians?

9 MR. ARCHER: They live in Mr. Thompson's  
10 riding.

11 MR. HAMILTON: I do not think you can  
12 treat the Italian immigrants or the Dutch immigrants or  
13 the Germans any different than you treat the Canadians  
14 generally. I think they have to be integrated as  
15 Canadians. I want to repeat what I said before, that we  
16 have blundered badly and we are presently greatly wasting  
17 our manpower in Ontario and Canada, generally, and we  
18 are not doing this just with immigrant and Italian  
19 workers, but we are doing it with native-born Canadians  
20 too, and I think any system which evolves out of this  
21 Committee or any subsequent committee will take care of  
22 the Italian situation, if it is properly set up.

23 MR. THOMPSON: The reason for this  
24 proposition is, and I appreciate that you represent a  
25 number of unions, but it is given in the broadest,  
26 general terms, and we are still in just one particular  
27 area --- re-training. Now, I took the Italian immigrants  
28 because I say this is a very major concern and it was  
29 one that was part, in my opinion, of the initiation of  
30 our Committee.

MR. ARCHER: It is important.

MR. THOMPSON: These people have a lower  
educational level, about grade four or so. I say they





1  
2  
3  
4 have a particular problem over some other Canadians,  
5 certainly from the Canadian workers at the same level,  
6 and I would like to know what steps you would take for  
7 Canadian workers unemployed, say, at the level of grade  
8 four, who have been in the construction industry?

9 MR. ARCHER: This is the construction  
10 industry. I am worried about this tremendous emphasis  
11 on the construction industry. It seems to have produced  
12 almost an abundance of tradesmen, if you can call them  
13 that, a certain type of people who are necessary to do  
14 the job. I am wondering if this Committee --- you had  
15 a brief this morning, for instance, from the Service  
16 Group, the Hotel and Restaurant Employees, and I have  
17 been continually appalled in Canada at the poor service,  
18 and so on, compared to Europe, in that line of endeavour.  
19 As you know, European waiters and cooks, maitre d's, and  
20 so on, are a very --- it is hard to put this into words  
21 --- but they have a status, as it were, there. They are  
22 proud of their trade or profession or whatever you want  
23 to call it. Until recently here, there have been many  
24 people throwing out hot dogs and hamburgers, and so on.  
25 Since we are trying to attract tourists, and so on, this  
26 is a place where you can do a great deal of work to  
27 upgrade people and where a lot of people can be employed.  
28 I am glad to see the province is amending the liquor  
29 laws, to make it possible, and this is where a slight  
30 accent is more liable to be an advantage, as it were,  
than a handicap. Certainly it is no handicap at all.  
This is one, very quickly. There must be others like  
this and I am worried about this emphasis on the building





1  
2  
3  
4 trades and the scheduled trades that are already over-  
5 crowded and, it seems to me, they do not present much  
6 of a future for taking care of this great number of un-  
7 employed people who are to be re-trained. I would rather  
8 look further afield and farther than the purely Italian  
9 immigrant problem, of upgrading these service trades and  
10 making them on the same footing as they are in many  
11 countries in Europe, giving the proper service, and so  
12 on, mobility to places where they could be used to a very  
13 great advantage. Along these lines of thinking, this  
14 is going around in my head.

14 THE CHAIRMAN: You can't be thinking  
15 about much expansion in Ontario or Canada if you think  
16 that we are over-stocked in the building trades.

17 MR. ARCHER: No. What I am saying,  
18 surely, is quite evident, that after the second world war  
19 we had the greatest building boom we could possibly have  
20 and our apprenticeship training programme --- and I am  
21 not suggesting it should not be improved --- but, what I  
22 am worried about is the criticism about it and I think  
23 your Government should be too, of the criticism about it  
24 regardless of its shortcomings or whatever happens to it.  
25 We put up more houses, factories and buildings and every-  
26 thing else and provided the manpower to do it; we are  
27 not likely to have that kind of a boom again. That was  
28 an unusual one. We wouldn't want the shortage of houses,  
29 and so on, that took place immediately after the war.  
30 We would hope that that did not happen again. So, I do  
not see a great future for solving our problems that you  
people seem to do in the building trades.





1  
2  
3  
4 MR. THOMPSON: I would like to clarify  
5 this to the representatives. I think they have approached  
6 this before from the aspect of their organization and,  
7 perhaps, in thinking in the broadest terms. It is my  
8 experience in the Committee that we are taking it from  
9 the particular and asking particular questions which we  
10 will generalize. When we ask a particular question,  
11 either about Italians or the building trade, we are  
12 certainly looking in broader terms to get the principles  
13 from this. I find it hard, frankly. We do not do it  
14 that way.

14 THE CHAIRMAN: We couldn't do it, other-  
15 wise we would meet with all different groups.

16 MR. ARCHER: The steelworkers, for  
17 instance, in their co-operative wage programmes, the  
18 auto workers in their skilled trades department, the  
19 printing trades with their own skills, the plumbers with  
20 their own schools will show you where there is no dis-  
21 crimination whatsoever in employment and the upgrading  
22 takes place within the plant itself while a fellow is  
23 still making a wage and keeping his family together. One  
24 of the problems of your people that you are talking about  
25 is that many of them are married, with large families  
26 and so on, and unless they can work and learn at the same  
27 time, it is going to be very difficult for them just to  
28 quit work and go to school and leave their families to  
29 struggle for themselves. That is not going to solve the  
30 problem. That is one thing, apparently, we haven't done  
in Canada that we have done very much in Europe. In  
answer to my friend here, they have a better compilation





1  
2  
3  
4  
5 system of the needs of the country and the surplus labour  
6 in any given industry and as soon as they see a surplus  
7 labour situation approaching in one industry, a fellow,  
8 no matter what his age, can be put on a three-days of  
9 work and three-days of training programme at school and  
10 receive his full wages and be trained for the new jobs  
11 that are opening up in any other industry.

12 PROFESSOR LOGAN: How many potential  
13 apprentices are there for the steel industry?

14 MR. ARCHER: They don't use an apprentice-  
15 ship system at all, Professor. It is many an upgrading  
16 system, except in their maintenance, and they go into  
17 the industry and they are upgraded. As you know, the  
18 steelworkers, it is a pure job evaluation plan. Every  
19 job has been given a figure in relation to the others  
20 and they get upgraded in the jobs as they learn.

21 PROFESSOR LOGAN: There is an organiza-  
22 tion in some of these steel plants. Take Algoma, for  
23 instance; it has an organization for apprentices, I  
24 believe.

25 DOCTOR CRISPO: For the maintenance  
26 trades?

27 MR. ARCHER: For the maintenance trades,  
28 I would think.

29 PROFESSOR LOGAN: You are talking about  
30 getting away from the construction industry. I think it  
is good advice. We haven't heard very much about it in  
this hearing. It is a hard thing to get into. The last  
census was in 1951 and we haven't got the figures for  
1961. It is very difficult to find out just what is what.





1  
2  
3  
4  
5 We can't even get the number of actual employees. When  
6 you ask for the number of journeymen, our census people  
7 are not giving us journeymen figures. You would go after  
8 the apprentices. I have been around to some of the  
9 companies, not in steel as much as some of the others,  
10 and I find it is largely a matter of the maintenance  
11 trades and they are organizing for apprenticeship on  
12 the basis of joint apprenticeship committees after the  
13 manner of the United States.

14 MR. ARCHER: Yes.

15 PROFESSOR LOGAN: But the automobile  
16 industry, I was talking over the telephone with Windsor  
17 here a few days ago and they presented a picture very  
18 much the same as they have over there. There is none of  
19 this designated trades, being in or out of it, but it is  
20 a matter of their organizing each company for itself,  
21 putting up its own social system for the main part and,  
22 in some instances, getting a lead from the international  
23 union, the material coming from headquarters and instruc-  
24 tion coming along those lines. In the automobile industry,  
25 the instruction is being set up largely at the individual  
26 company and being effected, undoubtedly, very much like  
27 on the other side. This is the type of situation that I  
28 have felt now, without getting very far. It is a matter  
29 of our not having extended designated trades. How can  
30 you extend the designated trades into industrial situations?  
The C.W.S. is an example. As I get it, C.W.S. is an  
example of trying to fit an apprenticeship category into  
a larger picture.

MR. ARCHER: That is right.





1  
2  
3  
4  
5 PROFESSOR LOGAN: But, it is an effort  
6 in that instance, coming from the international union,  
7 is it not?

8 MR. ARCHER: Yes. Many of the trades  
9 are changing and, as you know, the Steel Workers'  
10 Convention went on record, I thought rather interestingly,  
11 and I haven't read the minutes, but reading the reports  
12 in the Toronto papers, to follow the lead of some of the  
13 larger American companies who, as they automate, are  
14 whatever it is they do, they have made an agreement with  
15 the union in that particular industry that nobody will  
16 be laid off and if there is to be less employees, they  
17 will allow attrition to set in and, in the meantime,  
18 the employees who are being laid off will be sent by the  
19 company and the union to a designated training place to  
20 train for the new jobs that are taking place. The Blue  
21 Collar Workers are becoming White Collar Workers, and  
22 the company and the union --- they are so dedicated to  
23 private enterprise there, I guess they wouldn't do it  
24 any other way --- are doing the re-training without any  
25 government interference, if that is the word. Mr.  
26 Fowler says we should not use the words "government  
27 interference" whatsoever, but I am sure, government  
28 approval. I notice the Steel Workers' Convention had a  
29 debate on the whole thing.

30 PROFESSOR LOGAN: I would like to raise  
this. What do you think of this individual company  
system?

MR. ARCHER: I think it has merit.

PROFESSOR LOGAN: Do you have what you

PROFESSOR LOWAN: But, it is an effort

in that instance, coming from the international union,

is it not?

MR. ABRAHAM: Yes. Many of the leaders

are working and, as you know, the Black Workers'

Committee went on record, I thought rather interestingly,

and I haven't read the minutes, but reading the reports

in the Toronto papers, to follow the lead of some of the

major American labor unions who, as they themselves are

whatever it is they do, they have made an agreement with

the union in that particular industry that nobody will

be laid off and if there is to be laid employees, they

will allow them to be laid off in the meantime.

the employees who are being laid off will be sent by the

company and the union to a designated training place.

Learn that a new firm that are taking place. The firm

of the workers are becoming Black workers, and

the company and the union -- they are so determined to

private industry that they, I mean they we don't do it

any other way -- a long time is taking without any

government intervention, at that time, the

union says to should not use the words "government

intervention" whatsoever, but I am sure, government

approval. I notice the Black Workers' Convention and a

debate on the whole thing.

PROFESSOR LOWAN: I would like to raise

this. What do you think of this individual company

system?

MR. ABRAHAM: I think it has merit.

PROFESSOR LOWAN: Do you have any other



1  
2  
3  
4  
5 call a J.A.C. there, a Joint Apprenticeship Committee?

6 MR. ARCHER: That is right.

7 PROFESSOR LOGAN: With a supervisor or  
8 an individual director for the company. On the other  
9 side of the line this thing is being pushed and set up  
10 and led, I would say, quite largely by the United States  
11 Bureau of Apprenticeship.

12 MR. CARRUTHERS: This is what I was  
13 going to ask. This is a policy in European countries?

14 DOCTOR CRISPO: No. This is the United  
15 States. The difficulty with this is that it only covers  
16 a narrow band of jobs in the basic industries, and I  
17 would like to get you over into that area. What are some  
18 of your thoughts? I have some feeling on that about the  
19 bulk of the people in mass industry. What should be done  
20 with those people? Are you suggesting that one means of  
21 handling this problem is that when jobs look like they  
22 are going to disappear, even before they do, these  
23 people should somehow be channeled into re-training  
24 programmes?

25 MR. ARCHER: I think they should be given  
26 the first opportunity for the new jobs. Obviously, some  
27 of them won't be able to fit into them but a number of  
28 companies in the United States have gone so far as to  
29 feel that these employees are their responsibility and  
30 they will take care of them in one way or another. Those  
that are reaching the retirement age, special considerations may be made for them to retire. Those that can be re-trained will be re-trained.

May I say, in answer to you, Professor





1  
2  
3  
4 Logan: Yes; I think the union is in favour of this  
5 in-plant re-training programme, so long as the union has  
6 equal say in the re-training and has some control over it,  
7 which is a point of dispute.

8 PROFESSOR LOGAN: I was speaking of the  
9 apprenticeship concept and I do not think we ought to  
10 throw it out too rapidly because there is a problem of  
11 apprenticeship in manufacturing. There may not be in the  
12 steel or the automobile industry very much. I think it  
13 is limited to maintenance, mostly. When we get among the  
14 machinists and tool and die and foundries, we do find  
the apprentice responsibility again.

15 MR. ARCHER: You are thinking of the  
16 Ford school type of thing?

17 PROFESSOR LOGAN: I do not know the Ford  
18 school. I am thinking of the foundries. I found it in  
19 Hamilton. Some of these foundries are what is called  
20 "captive foundries". This is a steel company with an old  
21 style foundry. There is a number of different trades  
22 there to be considered, which are apprenticeable trades.  
23 The tool and die industry is, quite largely, apprentice-  
24 able people --- small plants, fifty to a hundred people  
25 --- and they are largely apprenticeable people. Now,  
26 when you are reaching for apprenticeship as a specialty  
27 in this difficult problem and this whole idea of inden-  
28 turing and carrying through, you wonder where we are  
29 with it, because we haven't got much on it. There are  
30 studies coming out of the United States, where they are  
pouring their money into this type of thing, and the  
story is very interesting to read. We have similar





1  
2  
3  
4 industries over here but we do not know or we just haven't  
5 put the money behind it, through labour departments or  
6 elsewhere, to find out what we have got. It seems to me  
7 that is quite a bit of the answer to why we are where  
8 we are and why we do not know more than we do.

9 MR. HAMILTON: I think that this points  
10 out a point that we make throughout our whole submission  
11 and that is the question of the need for research.

12 PROFESSOR LOGAN: Where are you going to  
13 put it? Where do you want the research and by whom?

14 MR. HAMILTON: Research is needed badly  
15 presently to let us know what is taking place in various  
16 industries. Nobody knows what apprenticeship is going  
17 on in the Province of Ontario, within the industry  
18 itself. Doctor Crispo made a point about as jobs  
19 disappear, what do you do with people? I think this is  
20 another problem at the other end of the pole. But, the  
21 one I am interested in, and I think that we have to take  
22 a look at it if we are going to make any plans for the  
23 future, is what new jobs are developing? Where are  
24 these new jobs likely to develop and how rapidly? What  
25 kind of manpower will we need in these areas? This is  
26 the other end of the pole that I am much more intrigued  
27 with. I think we can cope with the problem of what we do  
28 as jobs disappear. We will have to make financial  
29 arrangements to re-train those people. I think the  
30 research is what new jobs are going to be in the future  
and what kind of manpower are we going to need for it.  
I think this can only be done, not industry by industry,  
but it has to be done on a national basis. We have to train





1  
2  
3  
4 the people for the jobs that will become available.

5 PROFESSOR LOGAN: We have no statistics  
6 on journeymen, do we?

7 MR. ARCHER: We have no research in the  
8 Department of Labour at all.

9 MR. LINESS: In the Province of Ontario,  
10 the Department of Labour, we can get statistics on  
11 nothing.

12 PROFESSOR LOGAN: I doubt you can get  
13 much on Canada.

14 MR. LINESS: At least we get the Labour  
15 Gazette and some statistics out of the Federal Department;  
16 but, in Ontario they do not even know how many concilia-  
17 tion boards they have, let alone how many people are  
18 working in the province.

19 MR. THOMPSON: I am concerned about this.  
20 I can appreciate suddenly galloping into re-training and  
21 setting up courses, without being able to forecast if  
22 these fellows are going to get a job or if it is the  
23 wrong kind of training. On the other hand, I see another  
24 danger. You are waiting for a number of developments to  
25 take place nationally, for research to be conducted into  
26 those forecasts and we know how long the commissions  
27 sometimes take. So, you say hold off from the re-training  
28 until we know exactly where we are going. I think we  
29 should have known where we are going to some extent, and  
30 I notice that there is this emphasis, for example, on  
page 11: "Re-training a skilled, unemployed coal miner  
as an auto mechanic does not accomplish much if he cannot  
find a job as an auto mechanic." I would question if

the people for the jobs that will become available.

PROFESSOR LOGAN: We have no statistics

on unemployment, do we?

MR. ARTHUR: We have no research in the

Department of Labour at all.

MR. LINDEN: In the Province of Ontario,

the Department of Labour, we can get statistics on

ACKNOWLEDGE LOGAN: I think you can get

the figures. It is at the Department of Labour

Statistics and some statistics out of the Federal Government;

but, in Ontario they do not even know how many conditions

they observe they have, let alone how many people are

working in the provinces

MR. ARTHUR: I am concerned about this.

I can appreciate suddenly getting into unemployment, and

getting up courses, without being able to forecast it.

These fellows are going to get a job as it is the

wrong kind of training. On the other hand, I see another

danger. You are waiting for a number of developments to

take place technically, for research to be carried into

those forecasts and we know how long the commissions

sometimes take. So, you say hold off from the restraining

until we know exactly where we are going. I think we

should have known where we are going to some extent, and

I notice that there is this emphasis, for example, on

the "re-training" of skilled, unemployed local miners

of a job as an auto mechanic." I would question it



1  
2  
3  
4 we are going to wait until we are sure and be able to  
5 guarantee him a job as an auto mechanic --- if we are  
6 going to wait until we have a complete blueprint, we may  
7 never get on with this job.

8 MR. HAMILTON: I touched on this earlier  
9 and I think anything that we can do, and I agree that  
10 maybe on a short-run basis we have to do it on a piece-  
11 meal basis, but anything we can do to encourage any  
12 individual to develop his skills which he has, we should  
13 do, whether it is to be on a short-run or piece-meal basis,  
14 maybe; but, each individual should be encouraged in  
15 whatever way we can encourage him to find and develop the  
16 skills that he possesses. We can't wait for the kind of  
17 overall grand plan that we are talking about before we  
18 can do anything. We have to do some of the things and  
19 I think that a basic essential of any long-range plan is  
20 some research, some information, and some overall general  
21 policy of what we are going to do and then we will take  
22 care of the short-run things as best we can financially,  
23 and so on. I do not think we should do nothing until we  
24 have the overall thing that we are going to do, but I  
25 think that as a goal we certainly have to have an overall  
26 plan to proceed with.

27 MR. ARCHER: I think you have to realize  
28 the political consequences of training a group of Nova  
29 Scotia coal miners as auto mechanics, what the unemployed  
30 auto mechanics are going to think about that. He has his  
problems too.

THE CHAIRMAN: Have you many of these  
unemployed auto mechanics?





1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30

MR. ARCHER: I don't know.

THE CHAIRMAN: I do not think you have.  
So, we can train a few yet.

MR. LINESS: On the situation of the construction trades, I would like to say this. It came up in one of the daily papers, where one welder trained other welders and now they have nine unemployed welders. That is an actual situation. Now, in raising the apprenticeship age in the construction trades, in my opinion --- and I am not talking directly for any association of the construction trades --- there would be quite a detriment to the men who are working in that industry.

THE CHAIRMAN: If that was a certified trade, this couldn't happen. Is that right? He must serve an apprenticeship under someone, so this could not happen. He would not be out on the market as a welder. But, as it is, he can go out as a welder today and will be hired at top wages as a welder.

MR. ARCHER: Certification would stop a lot of this.

DOCTOR CRISPO: If you applied certification to those now in these trades, you would rule out five per cent of them and you would not have any surplus work.

MR. HAMILTON: That is pretty broad.

MR. BRUNELLE: This morning, it was stated that there were, I forget how many, cooks who had applied for employment, who were registered. There were one hundred and sixty registered cooks in June, 1962,





1  
2  
3  
4  
5 and at the same time there were seventy-eight vacancies;  
6 kitchen help, 347 registered, vacancies only 19; waiters,  
7 165 registered, vacancies 65. So, there are a lot of  
8 these people who call themselves cooks who are no more  
9 cooks than you or I and that is why the registration was  
10 required.

11 MR. THOMPSON: Regarding the welder  
12 training the nine employees, I think if you had a re-  
13 training programme and if there was a forecast that they  
14 are going to have to use twenty welders that will be out  
15 of work for perhaps half a year, I could see that this  
16 would be justified, to start the training now. Also,  
17 some of these fellows may be needed in some other area.  
18 I can see his point and I can see the fellow that has  
19 the job. I hope we are all going to look at it in a  
20 long-term point of view.

21 DOCTOR CRISPO: Could I follow up some-  
22 thing that you were touching on earlier. This problem  
23 of the bulk of the work force in general industry,  
24 presumably they get training on the job. Whether it is  
25 good or bad, I suppose it is reasonably good. Were you  
26 suggesting that where re-training is required it is  
27 perfectly satisfactorily to leave it to the individual  
28 firm or to the union to negotiate satisfactory supervision  
29 for this firm to take care of this?

30 MR. ARCHER: Not perfectly satisfactory,  
but where the union and the company have done it, and a  
number of companies in the States can write an agreement  
that as the jobs emerge, the new jobs, the union and the  
company will sit down and endeavour to re-train the





1  
2  
3  
4  
5 work force that they already have to perform these new  
6 jobs and they will let attrition take care of the rest.  
7 We are dealing with the edges of the thing in trying to  
8 re-train a few unemployed --- all very necessary and very  
9 real; but, the real crux of the thing is to turn out  
10 from our school system a well-rounded individual in a  
11 specific field who can adjust himself rapidly to our  
12 rapidly changing industrial system. This is not going  
13 to be done by your uneducated person. All you can do is  
14 make a temporary thing to try and look after him so he  
15 does not suffer too badly. It is not a re-training  
16 programme. It is almost training for twenty years hence  
17 when we will have a Canadian citizen who is turned out  
18 of our school system who is easily adjustable to the  
19 rapidly changing technological system. That, generally,  
20 is our feeling, and you people have to put it into  
21 practice. It is a very difficult task to try and put it  
22 into specifics.

23 THE CHAIRMAN: I think we will wind up  
24 on that note, gentlemen. Perhaps we may have to call you  
25 back but I think we should hear some more briefs from  
26 industry and maybe the Manufacturers' Association and  
27 get their feeling.

28 --- Hearing adjourned  
29  
30



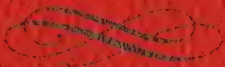
# SELECT COMMITTEE ON MANPOWER TRAINING

MANPOWER  
COMMITTEE  
TRAINING

TOCAME  
b

TOCAME  
New, 25, 1961

J. E. Henson M.P.A.  
Chairman



OFFICIAL REPORTERS  
ANGUS & McDONOUGH REPORTERS  
BOARD OF TRADES BUILDING  
11 ADELAIDE ST. E.  
TORONTO

364-5867 (TORONTO) 364-7361





SELECT COMMITTEE

Hearings held before the Select  
Committee on Manpower Training, at the  
Parliament Buildings, Toronto, Ontario,  
commencing at ten-thirty a.m., on  
September 26th, 1962.

PRESENT:

MR. J. R. SIMONETT	CHAIRMAN
MR. J. H. WHITE	MEMBER
MR. J. CHAPPLE	MEMBER
MR. R. BRUNELLE	MEMBER
MR. J. BOYER	MEMBER
MR. A. E. THOMPSON	MEMBER
MR. R. J. HARRIS	MEMBER
MR. R. GISBORN	MEMBER
MR. E. P. MORNINGSTAR	MEMBER
MR. A. CARRUTHERS	MEMBER
MR. J. MORIN	MEMBER
MR. T. EBERLEE	SECRETARY
DR. J. CRISPO	DIRECTOR OF RESEARCH





--- On resuming at 10.30 a.m.

SUBMISSION  
OF THE  
ONTARIO INDUSTRIAL EDUCATION COUNCIL

APPEARANCES:

M. D. S. KELLOW

D. R. BROWN

MR. KELLOW: The Ontario Industrial Education Council is a Province-wide organization with a Provincial Executive and Local Chapters. It thus provides a blending of the province-wide viewpoint with the Community action level. It is made up of people from Industry and Education who take an active interest in the mutual problems of Industry and Education. It is thus able to draw on the theoretical knowledge and practical experience of active and informed practitioners.

Our brief seeks to deal with those aspects of Manpower Training in industrial establishments which pertain particularly to the skilled jobs and the sub-professional technical jobs.

In submitting this brief for your consideration, we do not do so with the thought that we have the answer. If the matter were that simple this distinguished committee would not be necessary.

We also want to avoid the other danger of not getting past broad generalities.

We have, therefore, organized our





1  
2  
3  
4  
5 material in such a way that it might be called an  
6 "approach" to manpower training. We have endeavoured to  
7 identify certain problem areas and needs and suggested  
8 the direction in which we believe action should be taken  
9 to meet these needs. As the action has to be from  
10 several segments we have not attempted to go into ex-  
11 tensive detail as we feel this can best be done after  
12 an acceptance in principle, by representative groups  
13 working in concert.

14 MR. BROWN: SECTION 1 - BACKGROUND

15 (a) Skill Trend

16 The current trend of the proportion of  
17 skilled industrial employment increasing and un-  
18 skilled decreasing is likely to continue, possibly  
19 at even an accelerated pace.

20 This has the two main implications:

- 21 (1) that a higher proportion of people entering  
22 industry will need to have a sound educational  
23 foundation,  
24 (2) people in industry are going to need repeated  
25 training during their working careers. Skills  
26 within trades are going to need constant updating  
27 and entirely new groups of skills are going to  
28 need to be learned from time to time.

29 There will be fewer and fewer instances  
30 in which a person has a prospect of staying on work  
31 requiring the same skills over their full working  
32 career of 40 or more years. Technology, processes  
33 and products are undergoing constant change as the  
34 manufacturers endeavour to bring new and improved



material in such a way that we might be called upon  
 "approach" to manpower training. We have an answer to  
 identify certain problems as an end result and suggest  
 the direction in which we believe action should be taken  
 to meet these needs. As the action goes to the first  
 several segments we have not succeeded so far in  
 getting details as we feel the need to have a  
 an acceptance in principle by representatives of the  
 working in concert.

THE ABOVE: SUMMARY OF THE PROBLEM

(a) (2) (b) (3)

The current trend of the program is  
 skilled industrial production and  
 skilled increasing in terms of continuing education  
 at even an accelerated pace.  
 This has the same as a requirement  
 (1) that a higher proportion of people enter the  
 industry will need to have a more solid

(2) people in industry are going to be  
 training during their working career. This  
 with in trades and going to much extended systems  
 and entirely new groups of skills are going to  
 need to be learned at a time to time.

There will be fewer and fewer people  
 in which a person has a prospect of staying on the  
 acquiring the same skills over their full working  
 career of 40 or more years.  
 and products are undergoing constant change and  
 requires endeavor to bring new and improved



products to customers, nationally and internationally.

The industrial employee must be a person who can be creative and adaptive in his own work skills and application.

From the standpoint of our total society, the ideal, then, is to develop our youths to the optimum of their mental capacity (recognizing that there are different general levels for this) by a grounding in theoretical knowledge and how it is applied at present. This mental discipline and knowledge provides the foundation to which they will be adding - both in future knowledge and manipulative skills - as they go through their working careers.

(b) Business and Education Integration

With manufacturing industry (which is the largest segment of our employment in Ontario) employing the output of our schools and with the need that these employees have throughout their working careers for further training, we readily see the necessity of close liaison between and, appropriate integration of, manufacturing training activities and school activities.

(c) Problems of Size and Continuity

Certain aspects of training involve individual activity and others involve group activities.

In this submission we are confining ourselves to certain of the activities that are best met on a group need basis.

When we consider group activities in relation to our manufacturing industry we must keep





the following points in mind:

(i) Size

Our manufacturing establishments are relatively small. Out of 13,276 manufacturing establishments in Ontario, only 1.3% (175) have 500 or more employees. The average size of manufacturing establishments in the constituencies represented by the members of this Select Committee range from 11 to a high of 80. (We are aware of the dangers in averages but we believe this one is pertinent.)

(ii) Geographic Dispersion

Our industrial population is in several "clusters" of varying density and is only relatively mobile.

(iii) Employment Fluctuations

Manufacturing industries are subject to both seasonal and cyclical employment fluctuations. During the period of 1957 to the present manufacturing employment has shown greater variation than general employment. This varies by industry and by companies within the same industry. However, the fluctuations have their greatest impact on the young folk in the two regards: they have least seniority and are involved early in any layoffs and they do not get an opportunity for employment as long as there are other employees out on layoff.

(d) Apprentice Wages

Apprentice wages in Ontario industry are generally higher in both absolute and relative terms



The following table is given:

(i) Size

Our home country establishments are relatively small. Out of 17,200 manufacturing establishments in the United States, only 10,000 have 100 or more employees. The average size of manufacturing establishments in the United States is reported by the Bureau of Economic Analysis to be 20.5 from 1947 to 1954. The average size of the largest 100 establishments in the United States is 100. The average size of the smallest 100 establishments is 10.5.

(ii) Geographic Distribution

Our industrial population is an uneven "distribution" of varying density in the country. It is concentrated in the East, the Midwest, and the West.

(iii) Employment Distribution

Manufacturing industries are divided into three groups: (1) primary, (2) secondary, and (3) tertiary. During the period of 1947 to 1954, the primary manufacturing employment has shown a steady decline from 10.5 million to 9.5 million. The secondary manufacturing employment has shown a steady increase from 10.5 million to 11.5 million. The tertiary manufacturing employment has shown a steady increase from 10.5 million to 11.5 million. The total manufacturing employment has shown a steady increase from 21.5 million to 22.5 million. The average size of the manufacturing establishments has shown a steady increase from 20.5 to 21.5. The average size of the largest 100 manufacturing establishments has shown a steady increase from 100 to 110. The average size of the smallest 100 manufacturing establishments has shown a steady increase from 10.5 to 11.5.

(iv) Productive Capacity

The productive capacity of the manufacturing industry is a function of the amount of capital and labor employed. The productive capacity of the manufacturing industry is a function of the amount of capital and labor employed. The productive capacity of the manufacturing industry is a function of the amount of capital and labor employed.



1  
2  
3  
4  
5 than are apprentice wages in European countries.  
6 Starting rates for apprentices in Ontario are as much  
7 as 60% higher than qualified journeymen rates in  
8 Great Britain.

9 They are also, in many cases, higher than  
10 the formula used for the designated trades.

11 All of this mitigates against what  
12 should be primarily a "learning" situation rather than  
13 an "earning" situation.

## 14 SECTION 2 - TRAINING NEEDS

15 In regard to the category of employment,  
16 viz. skilled and sub-professional technical jobs, with  
17 which we are concerning ourselves in this submission, we  
18 believe that the training needs divide into three main  
19 parts:

- 20 (1) Thorough Secondary School Training in which the  
21 primary emphasis is on the development of the indivi-  
22 dual in relation to his capacity in theoretical know-  
23 ledge and some illustrative applications and develop-  
24 ment in the ability to reason and analyse and  
25 synthesize.

26 This is emphasized here in order to point up the  
27 danger there can be in confining to particular  
28 manipulative skills and practices. There may well  
29 have been too much attention to seeking to train for  
30 "a job" rather than laying a foundation in knowledge,  
reasoning ability and work organization that is going  
to be an asset throughout the individual's career.  
Secondary Schools should be concerned with laying  
the foundation for the later specialization; they





should not be confining the individual by attempting to deal with the "specialization" itself and which is going to be quickly outdated.

(2) Immediate Post Secondary School Training -

This is the group that has traditionally been thought of as the apprentices.

People with a comprehensive training in the theory and practical application of a particular body of technical knowledge and the attendant manipulative skills continue to have a very important place in industry.

The basic points in the concept of apprenticeship continue to apply. However, there have to be some changes so that the graduate apprentice will continue to be able to play the same role as his predecessor, i.e. be a person who can creatively combine the theoretical with the physical tools of production.

The changes required include the following:

- i) broadening the basic knowledge so that he can participate creatively in the new developments of technology and process,
- ii) modify, as necessary, any traditional craft or group of skills so that they continue to meet the needs of the new developments e.g. the dividing line between mechanical-electrical and pneumatic is virtually non-existent today in many cases and much work requires a composite of these three.

(3) Intra Work Career Training

There needs to be training opportunities for these people in two main categories:

- i) theoretical training for those who wish to broaden





1  
2  
3  
4  
5 their knowledge into other fields, e.g. the  
6 electrician into electronics.

7 ii) keeping abreast of new technology in his field.

8 There are many common denominators in  
9 the areas of need outlined in (2) and (3) above.

10 The specific skill needs of different  
11 manufacturers are different; however, these are usually  
12 points of difference in method of application or procedure  
13 and the basic knowledge and skill is similar for each.

14 While most of manufacturing training  
15 consists of the two main elements of practical work  
16 experience and theoretical knowledge and training, the  
17 practical training does not, in many cases, lend itself  
18 to a common definition that would be applicable and  
19 useful over the range of a plant of 5,000 employees with  
20 very specific job assignments to one of 15 employees where  
21 one person is the main technician.

22 The detailed definition of the training,  
23 with close inspection of it in process and by examination,  
24 is not necessary in manufacturing as it is in the licens-  
25 ing of some trades where it is desirable for the pro-  
26 tection of the community generally.

27 As more training is done, useful common  
28 definitions might develop, however, it would be un-  
29 necessary and wasteful to delay the starting of a com-  
30 prehensive plan until all the definitions had been  
formulated and promulgated. The great value of detailed  
syllabuses and compulsory tests is that they help to  
maintain a high standard of training; their danger is  
that they may tend towards inflexibility.

that knowledge from the past is

(1) keeping a record of past knowledge, and

there are many reasons why this is

one aspect of need outlined in (1) and (2) above

The second aspect of difference is

methodology and difference, however, these are usually

points of difference in method of approach to problems

and the basic knowledge and skills of the individual

which are of importance here

consists of the two main elements of a social system

experience and knowledge, knowledge and learning, the

practical training which may, or may not, be given

to a common definition that could be given to the

result over the range of a social system, and

very specific and detailed knowledge of the social

one person for the social system

the social system of the individual

with close inspection of the social system and its

is not necessary to understand it as it is in the field

ing of some things where it is difficult to see the

location of the community generally

As more time is spent, social system

relationship with society, however, it would be

necessary and essential to have the training of a

practical plan which all the data from the

formulated and presentation, and great value is added

skills and knowledge, and it is that they help

maintain a high standard of training, their danger is

that they may tend towards inflexibility



Our current problem is not one of achieving perfection but rather to bring about a significant improvement over present practices.

One problem that relates to all types of training that are being discussed in this submission is the question of motivation. People of all ages from Secondary School on until retirement are going to have to have a realization that a solid and broad foundation is necessary and that this is going to have to be continuously updated and added to. The young folk will have to have the wisdom to train while young, the older folk are going to have to have the spirit of adventure to train for and undertake new things.

An understanding of the learning process itself and proper study methods are going to be a requisite for the general working population not just for a few educators.

There are going to be a lot of "new tricks" and there cannot be "old dogs". Man's ability to learn does not necessarily decrease during his working age. It is the desire and spirit to learn that we have let lag.

### SECTION 3 - RECOMMENDATIONS

In view of the problems and areas of need outlined above we believe that substantial progress can be made by means of a community or area approach to post Secondary School training for manufacturing personnel.

We believe the proposal has the following advantages:





- (1) Provides units of common interest which are of a feasible size for administrative purposes.
- (2) Involves and draws on the knowledge and experience of manufacturers, trades personnel and educators already existing in the area.
- (3) Makes best use of present facilities and personnel and subsequent expenditures would be best integrated with present facilities.

#### PROPOSAL

We propose that there be opened a series of industrial apprenticeships which might be known as "Accredited Apprenticeships".

Any apprenticeship involves matters

Selection

Training-Practical and Related

Standards

Administration

We recommend that the following be considered in relation to these.

#### 1. Administration

The administrative machinery and procedures must factor in local operating situations and provincial co-ordination and support.

#### Local Apprentice Committees

Each area desiring to participate would establish an Apprentice Committee which would include representatives from participating manufacturers, trade representatives and educational representatives. The responsibilities of the Committee would include:

Responsible also for the



- approval of schedules of training for each accredited apprentice; this would involve approval of schedule drafted for each trade and then satisfying themselves that the schedule was successfully completed by each accredited apprentice,
- facilitating any necessary movement of an apprentice from one establishment to another for breadth of training or because of employment fluctuations,
- arrange for the establishing of related training classes,
- be the point of contact with Provincial personnel involved in Accredited Apprenticeship activities
- stimulate interest in the local area in the Accredited Apprenticeship Plan.

Provincial Level Activities would include:

- determining the types of accredited apprenticeships on recommendation from Local Committees,
- approving schedules for these apprenticeships as drawn in each area,
- establishing the related courses needed for the accredited apprenticeships and maintaining the required standard,
- issuing, on certification by Local Committees, certificates of apprenticeship to each successful graduate of an Accredited Apprenticeship Course.

2. Training

The training should consist in appropriate proportions





for:

- practical experience in the trade (this would be in a manufacturing firm)
- theoretical classroom instruction and related training (this would be in a school or equivalent). The present Advanced Technical Evening Courses provide a good segment of this now.

The specific elements of these should be such as to develop an individual who has a theoretical foundation, direct practical work experience in present trade practices and a mental training so that he keeps abreast of the developments in his vocation during his working career.

3. Standards

The control of the standards should not be difficult as the parties will be under positive pressures to keep them at a proper level. The control of the Training Outlines, the individual certifications by the Local Committees and the co-ordination of the classroom instruction are all avenues of simple but effective control.

4. Selection

As the large percentage of the time of apprenticeship will be spent with the manufacturers, and as they will be paying wages, the selection would have to rest with them, but the Local Committee then have final approval for them to be "Accredited Apprentices".



practical experience in the trade (and would  
be in a position to do so).

Industrial education instruction and training  
should be in a school or college  
(and). The present situation is that training

Centers provide a good example of this and  
the specific elements of these should be used as far

develop an individual who has a technical education  
to do practical work and is in a position to  
practices and a mental state of mind that he has  
attained to the development of his individuality  
his technical knowledge.

Technical  
The control of the situation should be in the hands  
as the parties to the matter, positive results are  
keep them at a proper level. The control of the  
training center, the individual is in a position to  
the local authorities and the control of the  
education instruction and the control of the  
educative control.

Selection  
As the large percentage of the time of education  
will be spent with the instruction, and a large  
be paying wages, the selection should have to do with  
them, but the local Committee should have the right  
for them to be "approved" or "disapproved".



COMMENTS

- (1) The foregoing recommendation would need the full support of manufacturers and we believe that it would be forthcoming as this proposal gives a broad community base on which to operate that enables the small establishment to participate and provides a flexibility of employment possibilities to offset, at least in part, employment fluctuations of individual establishments.
- (2) We believe that this Plan has the potential of quickly developing to the stage where Ontario youths will have an avenue of development which would be comparable to those who achieve the National Certificate in Britain.
- (3) The proposal has the possibilities of community activity in line with the needs and facilities of the community but within a framework of Provincial standards.
- (4) The greater part of the administrative work would be done by business in their regular personnel practices and, therefore, overhead administrative costs should be very reasonable and moderate.
- (5) Any additional facilities and instructors would be of such a nature that they could become part of the total technical educational assets of the community and would be available for other needs such as those referred to in Section 2 "Intra Work Career Training". The Plan thus provides an avenue for federal and provincial aid to the action area: the community, but by making it an integral part of the total





community rather than costly duplication in some communities and nothing at all in others.

- (6) The proposal could be described as a grass roots plan to stimulate interest and provide a means of increasing the training being done by marshalling the abilities and interests of the community as contrasted to a top down approach which would seek to regulate and control the activity (and the end result being there is little activity to regulate and control).

#### CONCLUSION

As we stated at the outset, this has been an outline of an "approach". It is an endeavour to establish a conceptual framework, not provide a detailed working plan. Such a working plan will require the involvement of many.

We sincerely believe effective working plans can be developed within the proposed conceptual framework.

The Ontario Industrial Educational Council with its nine Local Chapters is ready to be of whatever assistance is desired including taking the initiative on points at both the community and the provincial levels.

Respectfully submitted,

(signed)

On behalf of

Ontario Industrial Educational Council

Mark Kellow

President.





1  
2  
3  
4  
5 THE CHAIRMAN: Where are these local  
6 chapters located?

7 MR. KELLOW: They are in Toronto,  
8 Windsor, Kingston, Oshawa, and they are continually  
9 growing.

10 THE CHAIRMAN: Most of them are in this  
11 lower Ontario area?

12 MR. KELLOW: Yes.

13 MR. HARRIS: Just to carry on with the  
14 Chairman's question, what do you say at the beginning  
15 about the make-up of your group? You said it was high  
16 school teachers and what else?

17 MR. KELLOW: Shop directors.

18 MR. HARRIS: What were they?

19 MR. KELLOW: Shop directors and members  
20 of industry. Oh, this is on this particular committee?  
21 Yes. There were six business firms represented and three  
22 high schools, shop directors and journeymen representing  
23 the maintenance, machinists, electronics and drafting  
24 trades.

25 MR. HARRIS: And the make-up of these  
26 committees is the same in all these other centres?

27 MR. KELLOW: This was on this particular  
28 question of apprentices. Now, the make-up of the Ontario  
29 Industrial Educational Council in these other communities  
30 is made up of representatives from industries and members  
and shop directors and shop teachers from local schools.

MR. GISBORN: How long has the Council  
been established?

MR. KELLOW: Since the last war. In



THE CHAIRMAN: There are three items.

MR. KENNEDY: The one in Toronto, Windsor, Kingston, Ottawa, and they are continuing.

MR. KENNEDY: Part of the time in this

lower Ontario area:

MR. HARRIS: I am not sure if we are talking about the whole of your group, but I am not sure about the whole of your group.

MR. HARRIS: I am not sure if we are talking about the whole of your group, but I am not sure about the whole of your group.

MR. KENNEDY: I am not sure if we are talking about the whole of your group, but I am not sure about the whole of your group.

MR. HARRIS: I am not sure if we are talking about the whole of your group, but I am not sure about the whole of your group.

MR. KENNEDY: I am not sure if we are talking about the whole of your group, but I am not sure about the whole of your group.

been established?

MR. KENNEDY: Since the last time in



1  
2  
3  
4 1948 the organization was established which eventually  
5 became the Ontario Industrial Education Council. It was  
6 established to provide a co-operative effort between  
7 industry and education and labour in providing skilled  
8 people to meet the requirements of the war years.

9 MR. THOMPSON: As I understand, under  
10 the Apprenticeship Act and the administration of this,  
11 the Government had set up a Provincial Council and they  
12 had local councils; but, your is more on a voluntary  
13 basis rather than that appointed by the Government?

14 MR. KELLOW: That is correct. We are  
15 an extension of the Ontario Education Association.

16 MR. THOMPSON: As I see it, there is  
17 already a blueprint to follow some of these suggestions.  
18 I am not saying there is not a lot of deep thought in  
19 this direction but, as I understand it, this is an  
20 objective of the Provincial set-up on apprenticeship,  
21 that they have local councils?

22 MR. KELLOW: Yes.

23 MR. THOMPSON: And they hope to have  
24 more of them. It has been tough going and they haven't  
25 got them. However, your brief is outlining the objective  
26 for such an organization. Am I correct in that?

27 MR. EBERLEE: Yes. There are great  
28 similarities there but there are no local apprenticeship  
29 communities in the industrial field. There are in the  
30 building trades, the motor vehicle repair trades, but it  
would be akin to them?

MR. KELLOW: It would be akin to the  
local committee that you now have for the designated trades.





1  
2  
3  
4  
5 MR. THOMPSON: Would you want a local  
6 committee such as you have got to cover all trades,  
7 designated and otherwise?

8 MR. KELLOW: No, not particularly. We  
9 do not want to encroach on the area of the designated  
10 trades. I think there should be some co-operation, since  
11 we think that the technological developments that will  
12 take place in this country in the years to come will  
13 not only apply to industry. For example, I was talking  
14 to a group in Windsor --- and this may sound a little  
15 Buck Rogerish, but I can visualize it --- that you drive  
16 into your garage with an automotive problem and all they  
17 do is snap, bang, out comes the motor and it is shipped  
18 away to the plant and repaired there, and a new one is  
19 slapped right in --- a replacement. So, I think we  
20 should be looking very far ahead in the whole area  
21 because we are primarily concerned with utilization of  
22 manpower.

23 MR. EBERLEE: From your experience in  
24 industry, can you give us some indication of the need  
25 that does exist at the present time for trained persons;  
26 for instance, in your own firm?

27 MR. KELLOW: Yes. In our own firm ---  
28 this is probably a poor example, because I am with  
29 Quaker Oats and we do have guns, but we pour the wheat  
30 in at the top, or the grain, and it comes down and through  
and it comes out as flour at the bottom. It is very  
different to Doug's type of industry where there is a  
high degree of technical skill required and a great  
variety. But, we become involved in technical skills





1  
2  
3  
4  
5 outside the poor miller, who is a very skilled person.  
6 He must know grain milling, as such. But, the trade  
7 skills are primarily those of the maintenance department  
8 in my business and probably I am a poor representative,  
9 the President of the organization which is concerned with  
10 that, but I have been deeply interested in that. However,  
11 in our own case, we have recently automated. We started  
12 about four years ago and we reduced our staff from about  
13 three hundred and seventy-five --- and I am talking about  
14 hourly employees --- three hundred and seventy-five down  
15 to what we will eventually be. It is about two hundred  
16 now. It will be about one hundred and seventy-five when  
17 we are through very shortly and this entails automatic  
18 push button type of controls and electronics in the  
19 milling process where machines cut out and they cut out  
20 machines behind them to allow the preceeding machines to  
21 go ahead and we have had to upgrade skills of our  
22 electricians. We have done this through courses of our  
23 own.

24 MR. EBERLEE: Through courses of your own?

25 MR. KELLOW: Through courses of our own.  
26 Some of them have two or three young fellows taking night  
27 school courses, again, adding to their skills. But, I  
28 think Doug would be a better person to talk about that.  
29 That is an illustrative point in the technological change.  
30 It is a very simple one that we had.

MR. BROWN: Your question was what is the  
current need. I think that is perhaps most dramatically  
summed up by reminding ourselves that during our period  
of greatest unemployment, in the last two or three years,





1  
2  
3  
4  
5 at no time did we have any significant unemployment of  
6 skilled help. Your skilled person can practically always  
7 find gainful employment. He might have to move from  
8 one community to another; but, the incidence of un-  
9 employment among the skilled people was very low. In  
10 terms of today's conditions, we just need to look at any  
11 of the Toronto daily newspapers to see what is being  
12 advertised for and if a count were taken of the clearance  
13 orders across the province, in the N.E.S. offices, I am  
14 sure that they all have clearance orders from several  
15 employers for your basic machine trades, your boring  
16 mills and your engine lathes. Armature winders, you just  
17 can't find them in the Province now and those kind of  
18 things which we have always relatively had a shortage  
19 of. We know that in the post war period until the mid  
20 fifties, we depended entirely on Europe.

21 I do not think we should ever expect to  
22 do this again or can we afford to, in terms of our own  
23 working population, where we have such a large group  
24 coming out of secondary schools. It is this group that  
25 should have the training opportunities.

26 PROFESSOR LOGAN: Are you taking into  
27 account there the emigration of skilled people,  
28 associated especially with the Avro, the disappearance  
29 of a lot of people who worked there? The picture is  
30 probably overdrawn, but we have a vision there of them  
just disappearing over the border.

MR. BROWN: Yes. That applied, I think,  
to a particular industry. It has not been general in  
that proportion. There is still quite an out-flow of





1  
2  
3  
4  
5 people --- tool makers and apprentices, and so on, when  
6 they finish their time, if they can get a working permit  
7 in the States they tend to go there. One of the main  
8 deterrents of that is that people of that age then get  
9 involved in the possibility of military service in the  
10 States. So, this is what is holding a lot of people back  
11 in Canada that would otherwise be following what has been  
12 a traditional path for thirty to fifty years.

13 In respect to the comment about the  
14 parallel with designated trades, and so on, I would  
15 submit that the concept of designated trades in manufac-  
16 turing establishments --- I hesitate to think that the  
17 thing is never going to work --- but, it will always  
18 have extreme difficulty because, as I understand the  
19 designated trades, it requires that everyone working in  
20 the trade be designated. How do you apply this in the  
21 kinds and ranges of industrial establishments that we  
22 have across the province? What is a millwright in our  
23 plant, where there is no line-shafting, as compared to  
24 in the mines, and so on? We will always be confronted  
25 with this problem of differences in the actual work  
26 itself, but all flowing from certain common basic  
27 principles and the training should and must take place  
28 on the common basic principles.

29 MR. THOMPSON: I wasn't thinking of it  
30 from designating trades in manufacturing industry. I was  
31 thinking of the principle that you have outlined but,  
32 I thought the same principle had applied. In connection  
33 with this one question, I notice that you mention  
34 geographical dispersement and you are suggesting that



people are not merely an aggregate, and as such, when  
they finish their term of office, they are not a working party  
in the future they have to be replaced. It is not a  
question of what is the nature of that party, but of  
the necessity of having a service in the  
State. So, this is what is required for all people, both  
in Canada that would be required for following what is done  
a traditional party for the future of the country.  
In regard to the national party, the  
national party is a party of the future, and it is  
important that the concept of the party is not to be  
during the party, but to be a party of the future, and  
that is what is required for the future of the country.  
I have expressed this in my opinion, and I am sure that  
designated persons in the future will be required to  
the party be designated. How is it possible for the  
kind and range of the party to be designated, and the  
have across the party, and what is the nature of the  
party, where there is no party, and what is the nature of  
in the future, and what is the nature of the party, and  
with this problem of the future, and what is the nature of  
itself, but all following from the nature of the party,  
principles and the party, and what is the nature of the party,  
on the common basis of the party.  
I am sure that the party is a party of the future, and  
from designated persons in the future, and what is the nature of  
thinking of the party, and what is the nature of the party,  
I thought the party is a party of the future, and what is the nature of  
with this one question, I am sure that the party is a party of the future,  
geographical disbursement, and you are suggested that



1  
2  
3  
4  
5 there are various "clusters" in connection with industry.  
6 I presume this would be an advantage to the approach you  
7 are suggesting.

8 On the other hand, in depressed areas,  
9 this could get into a more complicated situation of trying  
10 to encourage industry to go there. But, do you feel  
11 that you can point out where you could establish those  
12 local councils now? I mean, there is secondary industry  
13 and that is where the council should be set up?

14 MR. BROWN: Yes. I think where we have  
15 a concentration of industry, we also already have in  
16 place certain technical training facilities and I think  
17 it is the integration of those two that needs to be done.  
18 I agree entirely that the blueprint has always been  
19 there, but we must give it the pragmatic test of has  
20 it worked and we must say that it has not and I will be  
21 the first to acknowledge that a large degree of the onus  
22 for it not working rests with the manufacturers.

23 MR. THOMPSON: Why do you say that?

24 MR. BROWN: Because of the difficulties.  
25 There are two difficulties. One is the employment  
26 fluctuation and then, second, the differences in the  
27 requirements of particular manufacturers in terms of the  
28 actual work to be done.

29 MR. THOMPSON: Why would those change,  
30 those two factors?

MR. BROWN: It is not going to change  
overnight. But, present people with a common problem  
and, with goodwill and hard work you can get along the  
road to finding part of the answer in that way.



I presume this would be an advantage in the spirit of the  
are something

On the other hand, in domestic cases,  
this could not have a very useful effect in the case of living  
to encourage industry to the limit of the  
that you can point out that you are not in the  
local committee work. I mean, there is no reason why industry  
and that is where the committee should be set up

It is possible that a committee of the kind  
a representation of the whole of the community, and I think  
place certain points of view, localities and I think  
it is the representation of the whole of the community  
I agree entirely with the principle of the committee  
there, but we must give it the power to do what it  
it works and it is not any kind of a committee. I think  
the first is to encourage what is known as the work  
for it not working with the community.

There are two different things. One is the organization  
education and then, secondly, the work of the committee  
requirements of particular committees, and then, thirdly,  
actual work to be done.  
The first is to encourage what is known as the work

these two factors?  
my answer. It is not going to be done  
overnight. But, presently, people will be coming out of  
and, with a good deal of help, you can get along the  
lead to finding out the answer in that way.



1  
2  
3  
4 THE CHAIRMAN: There is a point there.  
5 Would it not be helpful if some of these trades were  
6 designated; perhaps, even some of them certified? Then,  
7 at least, we could tell the other people that they are  
8 gaining the proper knowledge of that trade and that there  
9 is work for them? Whereas now, a manufacturer will take  
10 an apprentice and, as you say, he follows one line of  
11 thought and that is it. The manufacturer is not going  
12 to train him beyond his own needs. Would that be right?

13 MR. KELLOW: That is right. I think you  
14 are talking in terms of our broad, basic knowledge of  
15 trade area. Now, this millwright is different than a  
16 millwright from us and one from the mining company. This  
17 is just off the top of my head. I see no reason why you  
18 can't attach certificates saying: You have served this  
19 much time as a millwright in a mining concern, and so  
20 on --- if you want to call these "attachments", and I  
21 think your apprenticeship, in order to meet the kind of  
22 flexibility of employment, his basic apprenticeshp must  
23 be very basic and broad.

24 THE CHAIRMAN: The apprenticeship for  
25 a machinist, for instance, is different than a millwright,  
26 but, he must get a broad knowledge of machines and  
27 machinist work, regardless of what machine he is on? He  
28 would get a basic knowledge?

29 MR. BROWN: This depends, again, you see.  
30 If an individual goes in and just has experience and all  
that the establishment is able to provide him is with  
experience on engine lathes and he does not get anything  
on millers or shapers, he is going to be lacking in that.





But, it is beyond the facilities of a large percentage of our individual employers to give a broad, what we think of as a machinist certificate and what the European person who gets this label has had.

THE CHAIRMAN: Well then, if they were designated then, perhaps, it should be up to the Provincial Trade Schools to put in the machines to give training away from the organization they are with, the same as your auto motor mechanics. They would have to go to your schools for so many weeks during their apprenticeship period to get a knowledge of perhaps some other phases of the automobile business than they are working on in their own garages?

MR. BROWN: Yes. This is one approach. When we were confronted with it, we found we haven't done anything on the basic problems of broadening the base. We could provide, by some means or other, if we make up our minds ---- we could provide the physical facilities to train people, but I think we have seen some unfortunate examples of doing just that. I think we have reached a point in this country where we have to also consider the utilization of those facilities and by incremental additions to what already exists in many communities, by incremental additions of facilities, and what is there now, we would be assisting the training of industry and we would be assisting the training in secondary schools. The trade institute, they can only be a relatively few in number, as compared to the results we could get if we had this kind of activity going in twenty communities across the province, as compared to





1  
2  
3  
4  
5 going in half a dozen trade institute locations.

6 MR. THOMPSON: I think it was your  
7 organization who presented a brief to the Manpower  
8 Committee of the Senate. I am not sure if it was. I was  
9 reading it over the weekend.

10 MR. KELLOW: No. We haven't got a  
11 national organization. The O.I.E.C. is strictly  
12 provincial in nature.

13 MR. THOMPSON: In connection with this,  
14 you have shown a very small percentage of manufacturers  
15 who use an apprenticeship approach. You talk about  
16 motivation. I was thinking of this in two areas:  
17 (1) the motivation for young fellows to go into apprentice-  
18 ship. I notice you have suggested that this should be  
19 a "learning" situation rather than an "earning" situation.  
20 I see you have an exclamation mark about the fact of  
21 journeymen in England getting paid as much as apprentices  
22 and that you feel that perhaps we pay too much to an  
23 apprentice. I am wondering, again, from this aspect of  
24 motivation, whether you pay this or not, whether they will  
25 take up apprenticeship. Then, from the other point, what  
26 is the incentive for the manufacturer to take an  
27 apprentice if he has to pay him a fairly high wage? It  
28 seems to me there is a dilemma here. If you do not pay  
29 an apprentice some decent standard of living, he won't  
30 go into it and if you do pay him a decent standard, a  
manufacturer then might say: Why go through the bother  
of training this fellow?

MR. BROWN: I do not want to be caught  
up in discussions on decent standards, and so on, because

675

going in with a better trade in this business.

MR. THOMPSON: I am not at all sure.

organization who presented a bill in the House.

Committee of the Senate. I am not sure if it was.

reading it over the weekend.

MR. KELLY: No, he was a lawyer.

national organization. The C. I. O. is not a

provincial in nature.

MR. THOMPSON: In regard to the bill,

you have shown a very small part of it.

who was in charge of the bill.

revision. I am a member of the committee.

(1) the two members of the committee.

ship. I notice you have suggested that

a "working" committee should be set up.

I see you have an organization which is

interested in helping the people.

and that on the 1st of December you

appointed. I am not sure, but I

revision, whether you are

two up on the committee.

is the necessary for the committee.

appointed of the bill to pay him a

seem to me there is a difference.

an appointment some recent

go into it and try to

manufacture them right away.

of training the

MR. KELLY: I do not want to be caught

up in discussions on decent standards, and so on, because



1  
2  
3  
4  
5 those are going to be pretty subjective opinions that I  
6 might express. But, taking what I would be to take your  
7 two main points, Mr. Thompson: (1) What is the advantage  
8 to the manufacturer? In terms of strictly running a  
9 manufacturing establishment, to meet a required cost,  
10 there is no advantage if he can get the same skills from  
11 another source. That is what has been happening over  
12 the last fifteen years, and prior to the war. How many  
13 of your journeymen in the machine trades have got a  
14 Scottish accent for instance? So, we have always  
15 depended on Europe. There is no immediate advantage, but  
16 I think there is a growing realization amongst employers  
17 that in terms of their own operations this source is no  
18 longer going to be available to them. Secondly, I think  
19 there is definitely a growing public consciousness that,  
20 as a people, we will not allow this to happen while our  
21 own young folk are standing idle. So, I think circum-  
22 stances are all working in the direction of increasing  
23 this kind of training, both from the need within the  
24 organization and from the need of the total population.

25               On your point of financing and motiva-  
26 tion, let us keep in mind that we are talking in terms of  
27 people who are coming out of school at eighteen and  
28 nineteen, and we all want to pay good wages. Good wages  
29 are good for everyone, provided that they can be  
30 properly supported. But, there is a general misunderstand-  
ing which has grown. I do not think it is necessary for  
an apprentice to drive the latest sports car, and this  
kind of thing. So, if we equate that to the required  
standard of living, we aren't going to get anywhere





1  
2  
3  
4 because any training for the individual or for the  
5 employer is an investment for the future and you get the  
6 pay-off later on. You do not get it immediately and  
7 unless we get that approach we won't make much headway.

8 MR. MORNINGSTAR: The rate of pay that  
9 the apprentices get varies quite a lot.

10 THE CHAIRMAN: It would depend on the  
11 manufacturing plant he was in.

12 MR. BROWN: Yes. There is quite a wide  
13 range and if there is a union this is automatically part  
14 of the schedule.

15 THE CHAIRMAN: From the Committee's  
16 standpoint, I am wondering about this. This is going to  
17 be a problem when we make our recommendations. If we had  
18 more designated trades or certified trades would we  
19 eventually get more young people to go in and take those  
20 trades; if they thought there was going to be some  
21 protection when they finished their apprenticeship, that  
22 a certificate meant something to them getting a job?  
23 Would that make any difference?

24 MR. BROWN: It definitely will. And,  
25 on your earlier comments there, about protection and a  
26 label, I think definitely there should be some kind of a  
27 label put on. We have used the word "accredited" but it  
28 could be anything else and I think it is going to have to  
29 be distinguished from the label of designated trades,  
30 because of all that now attaches to that, and I think it  
should have some label so that it then becomes a focal  
point for the individual to identify himself with, that  
he will have this protection for a community and employer,

psychology. You have got to get the  
unless we get that a picture of the world  
the world is not the way it is.

the world is not the way it is.  
the world is not the way it is.

the world is not the way it is.  
the world is not the way it is.  
the world is not the way it is.  
the world is not the way it is.

the world is not the way it is.  
the world is not the way it is.  
the world is not the way it is.  
the world is not the way it is.

the world is not the way it is.  
the world is not the way it is.  
the world is not the way it is.  
the world is not the way it is.

the world is not the way it is.  
the world is not the way it is.  
the world is not the way it is.  
the world is not the way it is.

the world is not the way it is.  
the world is not the way it is.  
the world is not the way it is.  
the world is not the way it is.

the world is not the way it is.  
the world is not the way it is.  
the world is not the way it is.  
the world is not the way it is.

the world is not the way it is.  
the world is not the way it is.  
the world is not the way it is.  
the world is not the way it is.



1  
2  
3  
4 on the Provincial level, to identify with so that we get  
5 talking a common standard and then it does provide a  
6 frame of reference for initial employment too. Having  
7 said all that, let me again sound a caution that the  
8 individual who thinks that because he has a certain ticket  
9 after four or five years, that he is set for the rest of  
10 his working career ....

11 THE CHAIRMAN: He still has to continue  
12 upgrading himself?

13 MR. BROWN: Yes. But, initially I  
14 cannot see anything other than an asset.

15 MR. EBERLEE: The ticket and the word  
16 certification implies here that the man cannot practice  
17 that trade unless he has a ticket?

18 MR. BROWN: This will be a stumbling  
19 block because I submit, gentlemen, it will not be  
20 practical to set up the terms of reference and police it  
21 and after the terms of reference, if they were every set  
22 up, I do not think you would want the overhead of  
23 endeavouring to police it.

24 MR. EBERLEE: In other words, you  
25 couldn't take a trade and call it "machinist", define it  
26 in the regulations and say: Nobody is going to practice  
27 that basic trade with or without certain refinements  
28 added, depending on the place where it is being practised,  
29 unless he has a certificate?

30 MR. BROWN: We have to keep in mind the  
distinction that there should be restrictions where  
people are addressing themselves to the public as being  
certain things and having certain qualifications. This



on the President's family, no objection was made to his  
talking in common parlance and then he was given a  
frame of reference for his own improvement. He was  
said all that, but he again made a mistake when he  
individualized the rest of the audience. He was a mistake  
after four or five years, that he was a mistake.

THE PRESIDENT: He will be a mistake  
upgrading the...

MR. WOOD: Yes, I believe I  
cannot see anything other than a...

MR. TOWNE: The idea that the  
certified in a business, and that was the...

These things which he has done  
of the... I don't think...

MR. WOOD: I don't think that  
couldn't be a mistake. I don't think it's...

These things which he has done  
which, even though he has done it, it's...

unless he has a certificate  
MR. WOOD: He has to keep it in...

People are addressing themselves to the public as being  
states and having a certain...



1  
2  
3  
4  
5 is the tradition of the certification of all your  
6 professions --- medical, legal and so on, that individual,  
7 when he hangs out his shingle, the public expects that  
8 he has had and has the right to expect that he has had  
9 certain training. Similarly, if I operate a garage and  
10 put out a sign "Qualified Mechanic", this means some-  
11 thing to the general population. The situation is  
12 different in your manufacturing establishment. Your  
13 manufacturer accepts the responsibility for the product  
14 that is shipped and it is the end product that is being  
15 bought and it is the end product on which the warranty  
16 is placed. So, I do not think it is feasible to try and  
17 go back into that organization and say a person has to  
18 have this kind of a tie-on to do this kind of job.

17 MR. EBERLEE: So, this programme would  
18 have to be based on voluntary co-operation?

19 MR. KELLOW: Yes. But, primarily, if  
20 the programme is good and the people that you produce out  
21 of it are good and you produce a number of them,  
22 obviously they are the people that are going to fill the  
23 positions that are available.

23 THE CHAIRMAN: Then, we have another  
24 point. I think, perhaps, there are a lot of manufacturers  
25 who are not interested in training at all. Is that right?  
26 They are interested in getting them from another source  
27 after they are trained, with just a little updating and  
28 that sort of thing. Isn't that quite true of some of  
29 your larger organizations?

29 MR. BROWN: It depends whether you are  
30 talking to a large one or a small one. The large one





1  
2  
3  
4  
5 says the small ones live off them, and vice versa.

6 MR. KELLOW: We have examples of both.  
7 We have Doug's firm, C.G.E., who have been involved in  
8 apprenticeship training for years and years. We have a  
9 smaller business, Fisher Gauge, and they in turn train  
10 apprentices. I imagine you are right. I suppose there  
11 will always be somebody living off somebody else but I  
do not think we should try to police this.

12 THE CHAIRMAN: That is why I am getting  
13 back to this certification. I know there are certain  
14 people who are taking automobile mechanics, taking them  
15 away from the automobile industry to go into plants and  
16 do certain maintenance work because they have very good  
17 men. Of course, the people that are training the  
18 automobile mechanics are actually training for someone  
19 else because there is no certification. This happened  
20 many times in Kingston over the last twenty years, with  
a couple of plants coming in there.

21 MR. BROWN: Yes. I would submit that  
22 the Aluminum Company and Dupont, and so on, they have done  
23 their share of training; but, the Kingston Locomotive  
24 Works, I think, is an example of one of the problems of  
25 how can they conduct continuing training with their  
26 employment fluctuations? But, if you have a broad basis,  
27 I think then you would have a reasonable prospect of  
28 getting people through four years. This business of who  
29 trains whose employees --- you cannot regiment all  
30 employment within our society. I think the automobile  
manufacturers who sit back, they are a relatively  
young industry and, presumably, when they started up they



000

...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.

...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.

...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.  
 ...the small ones live off them, and vice versa.



1  
2  
3  
4 got their help from somebody.

5 THE CHAIRMAN: They started with the  
6 blacksmith.

7 MR. BROWN: There is this constant  
8 interplay, and the main thing, I would suggest, is for  
9 us to try to raise the skill table, comparable to a  
10 water table, across the whole province and then there will  
11 be more for all to draw from.

12 THE CHAIRMAN: That is true. But, where  
13 you have only one and I took the automotive industry  
14 because it is a certified and licensed mechanic --- where  
15 you only have one group training, I suppose if another  
16 big plant came into that area that I was talking about,  
17 this year, there would be another group of them go. So,  
18 you overlook one group training to cover the whole thing.  
19 Otherwise, we could be training a lot more young people  
20 if there was some protection in their industry after they  
21 were trained.

22 MR. KELLOW: I do not think you would  
23 get that protection without regimentation, which would be  
24 unpalatable to most businesses, including governments,  
25 and I think probably the government itself trains more  
26 people for business than any other organization in the  
27 country and, yet, I have talked to people at the Federal  
28 level and they said: We do not feel badly about this at  
29 all. This is good. We have increased this man's  
30 stature and he goes out in the business. This helps us  
to increase the stature of the whole economy.

THE CHAIRMAN: No matter who trains him,  
it is not necessary to say he must stay in that line that



Get their help from the sky.

THEY ARE THE ONLY

of which, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

with their hands, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.

to be the only one, and the world is a vast, open space.



1  
2  
3  
4 he is trained in because a boy who goes through for a  
5 lawyer or an engineer and, seeing that he couldn't be a  
6 lawyer or a doctor, he can upgrade himself if he likes.  
7 I think it should be the same. If we are going to insist  
8 on one group being certified, we should insist on more  
9 groups.

10 MR. BROWN: I would repeat that there  
11 is a different basis and if the primary certification of  
12 the professions is for the protection and interest of  
13 those in the professions, then your premise is correct.  
14 But, I believe that the basic premise that it is for the  
15 protection of the public.

16 THE CHAIRMAN: Right. Well, both, I  
17 would think.

18 MR. BROWN: All the acts that went  
19 through the legislature on this point all talk about the  
20 protection of the public. This is something that is  
21 continually fronting the engineers, of course, and I  
22 think if you check with the Association of Professional  
23 Engineers you will find that it is not practical to  
24 police this kind of thing. In essence, our submission  
25 is for a voluntary kind of action. This has its short-  
26 comings, of course. But, I think, if we look at the  
27 experience of other countries, we find that their strides  
28 have been made with essentially --- particularly in  
29 Britain, their's is primarily voluntary. There are  
30 certain points in connection with taxes and financing,  
and so on, but these are incidental to the voluntary  
action that has been taken in training.

MR. MORNINGSTAR: You do not draw any





lines on education. You do not mention an age on education.

MR. BROWN: No. There is no line need be drawn on age, no line need be drawn on education. But, lines need to be drawn on the assessed ability of the individual and whether he gets it through school or by other means is secondary to whether he has the capacity and the ability. Frankly, I think any young person coming along today who has not completed his secondary school training, unless there are very special reasons for this having happened

MR. GISBORN: I was under the impression that the end results of the competent mechanic in Great Britain was not on a voluntary basis but, rather, through a more compulsory method to become competent in their designated trades, not in the sense we are talking about now.

MR. BROWN: I am not familiar with that particular industry.

THE CHAIRMAN: I have always thought that any tradesman there had to serve an apprenticeship. Whether it is the written law or an unwritten one, I do not know. It seems to me it is five or seven years?

MR. BROWN: It is the practice, yes.

THE CHAIRMAN: Yes. But whether it is a written law, I am not sure.

MR. BROWN: No, I do not think so.

THE CHAIRMAN: Of course, before you can get a job you must do this.

MR. KELLOW: I think part of their





1  
2  
3  
4  
5 success is attributable to the fact that it grew out of  
6 the old craft-guild system in which the guild demands  
7 rigidly controlled qualifications of the individual.  
8 This has not been the case in Canada.

9 THE CHAIRMAN: Far from it.

10 MR. KELLOW: Yes. I would say far from  
11 it. But, the purpose was entirely different. We emerged  
12 in a different era and we didn't expect this. Primarily  
13 it was an ideal system that worked out okay, but we cannot  
14 superimpose that into our times, I do not think. I think  
15 we have to do it this way on a voluntary basis.

16 THE CHAIRMAN: That is the point that  
17 comes back to me. Take a young chap who is eighteen.  
18 Perhaps he has the ability to finish academic education  
19 but, for some reason, he would like something else.  
20 There is not too much reason for anyone to advise him to  
21 go ahead in a trade, is there?

22 MR. KELLOW: This is very true.

23 THE CHAIRMAN: If a boy asks you that  
24 question: Should I go and serve my trade as a machinist  
25 or electrician, or what protection have I? It is pretty  
26 hard. The other professions, he has some protection at  
27 least.

28 MR. BROWN: I do not want to keep dis-  
29 agreeing with you, but if you approach this from the  
30 concept of protection and policing, it won't get off the  
ground.

MR. KELLOW: I think a man's own pro-  
tection is in his skill. If he is a good mechanic, then  
he is well protected. If he is a poor doctor, then he is





1  
2  
3  
4  
5 not protected.

6 THE CHAIRMAN: I think that applies to  
7 the professions. If he is a good lawyer or doctor or  
8 a dentist, he is a successful man. If he isn't, then he  
9 is not. But, I doubt if anyone can look at an eighteen  
10 year old and say: You would make a good this or that.

11 MR. KELLOW: Coming back to your initial  
12 question, the question of answering a youngster when he  
13 comes to you and says: What should I do with myself;  
14 what should I hammer out as a career? This is very, very  
15 difficult. I think we all realize that our counselling  
16 services in our educational system today, particularly  
17 at the secondary school level, is very inadequate and  
18 probably we should be doing our counselling back at the  
19 public school level. I might make that comment. If we  
20 are going to motivate people, it must take place at the  
21 public school level, not at the secondary school level.  
22 This is the place to inspire them --- at the public  
23 school level. Our counselling services do need something.  
24 However, this again is a function that the local group  
25 or council can provide because they can come to us and  
26 talk about what can I do, what should I do.

27 MR. EBERLEE: That is the problem. The  
28 guidance teacher does not have anybody to talk to, really.  
29 They are operating on cloud nine.

30 MR. KELLOW: That is correct. He has  
the preference tests and he applies them and he has five  
or six hundred youngsters in an average high school. That  
is a lot of head shrinking.

MR. EBERLEE: On the other side, he doesn't





1  
2  
3  
4  
5 know the needs.

6 MR. KELLOW: That is correct.

7 MR. EBERLEE: It is all very well to say  
8 you would be good at such and such; but, what is the  
9 point in telling him that if there is no need for it?

10 MR. KELLOW: That is correct. This is  
11 one of the things that we can provide and we provide  
12 knowledge to the teachers and shop directors with the  
13 industrial education course. We sit down and talk about  
14 these things and, quite often, on their own experience,  
15 they say: I have a chap who is having a bit of trouble.  
16 He doesn't know what he wants to do and he is a bright  
17 kid. Could you have a talk with him? And we say: Yes,  
18 send him down to the office and we will have a talk with  
19 him.

20 MR. GIBBORN: May I ask, Mr. Chairman,  
21 how is your organization sustained? Are there full-time  
22 officers?

23 MR. KELLOW: We operate on a shoe-string.  
24 There are no full-time officers. We have no executive  
25 secretary. We are kind of proud of this, operating on a  
26 shoe-string.

27 MR. GIBBORN: This raises the next  
28 question in my mind. It may not be fair. This is the  
29 first time I have heard of this Council. It might sound  
30 funny because I get this much correspondence from every  
organization in the country. Do industries accept your  
programme, your efforts in general, across the province?

MR. KELLOW: Those areas where we are  
operating, the O.I.E.C. is well recognized by industry.





1  
2  
3  
4  
5 MR. EBERLEE: In the Hamilton area, for  
6 example?

7 MR. KELLOW: Yes, in the Hamilton area,  
8 not only is it well recognized by industry but it is  
9 well recognized by the educational authorities also.

10 MR. GISBORN: It has not developed into  
11 a practical programme as yet?

12 MR. KELLOW: Oh, yes. For example, we  
13 have the advanced technical courses which are a direct  
14 result of O.I.E.C. activity. We have also prepared,  
15 through the Canadian Manufacturers' Association, the  
16 development of courses and instruction which, with the  
17 assistance of the Canadian Manufacturers' Association  
18 have been made upon request and without charge to many  
19 countries throughout the world such as: Greece, Pakistan,  
20 Ceylon and Malaya. The advanced tech course is recognized  
21 by the Association of Professional Engineers.

22 THE CHAIRMAN: In the industries that  
23 you represent, would it be possible for someone in your  
24 organization to give us a list of the skilled trades?

25 MR. KELLOW: A list of the actual skilled  
26 trades? Yes. This is possible.

27 THE CHAIRMAN: That is something which,  
28 to me, would serve a real purpose, if this were mailed  
29 out through the Department of Education to high school  
30 principals and people that are trying to counsel some of  
these young people. I would imagine in the industries  
you represent there are many more skilled trades than I  
could think of all day, likely.

MR. KELLOW: Yes.





PROFESSOR LOGAN: On page 7, three lines there raise a question. I think perhaps it has been answered already but I haven't got the answer.

"The specific skill needs of different manufacturers are different; however, these are usually points of difference in method of application or procedure and the basic knowledge and skill is similar for each."

I would like to get the geographical boundary of these local committees. Take London, Ontario, as an example, which is one of these committees that you are talking about as a local committee. Does that cover that whole area and all the industries in London?

MR. KELLOW: Yes, it could.

PROFESSOR LOGAN: Would it go outside, too?

MR. KELLOW: It is possible.

PROFESSOR LOGAN: It would reach out beyond the civic boundaries?

MR. KELLOW: This is true. The O.I.E.C. --- and I can talk more about the group that I was associated with directly, in Peterborough. For example, we were called in to advise on the establishment, the curriculum and the layout of shops and the equipping of shops in a new high school in Peterborough. We received the same request from North Monaghan, which is just outside Peterborough. The whole system council is designed on one scheme only --- co-operation. If we have information we will send it to Oshawa or London. There is complete freedom of dissemination of information. So, if they want somebody to talk to them about a specific





1  
2  
3  
4 problem, we go.

5 PROFESSOR LOGAN: Let me pursue that  
6 a little further. Who are on this committee? Are the  
7 unions represented?

8 MR. KELLOW: I think the union are no  
9 longer represented on the committees, not because they  
10 are excluded for any reason. They were there when the  
11 organization was first established. It was established  
12 between management, labour and educationalists to provide  
13 skilled people. I think they just sort of petered out  
14 --- their interest petered out.

15 PROFESSOR LOGAN: Are the educational  
16 fraternity represented?

17 MR. KELLOW: Well represented and they  
18 are actually the life-blood of the organization because  
19 they do much of the leg-work.

20 PROFESSOR LOGAN: And the industrial  
21 leaders?

22 MR. KELLOW: And the industrial leaders.

23 MR. THOMPSON: In connection with the  
24 educational fraternity, at what level are they represented  
25 --- the principal? Are they powerful enough to change  
26 the curriculum, if necessary?

27 MR. KELLOW: The principals and directors  
28 of education are interested. They will sit down with us.

29 MR. THOMPSON: The director of education  
30 of the school board?

MR. KELLOW: That is correct. And the  
shop directors, very definitely, all the shop directors  
and shop teachers too.





1  
2  
3  
4  
5 MR. THOMPSON: From the point of the  
6 educationalists being represented, I assume the purpose  
7 is so that if the technical school training that young  
8 people are getting is not broad enough or narrow enough  
9 to fit into industry, that this is the main object and  
you can make the suggestions to have it changed?

10 MR. KELLOW: That is correct.

11 MR. THOMPSON: Have you been successful  
12 in this?

13 MR. KELLOW: Yes. When we first were  
14 asked to sit in and consult on the vocational wing of  
15 New Adam Scott Collegiate, we were asked this question:  
16 What did we want these people to learn? Whether they are  
17 taking drafting, electronics, machine shop or automotive,  
18 what basic knowledge must all four of these people have?  
19 It is surprising the basic knowledge that they must have  
20 in mathematics and hydraulics and that sort of thing.

21 MR. THOMPSON: Does this change the  
22 picture locally --- I mean, the people in Peterborough?

23 MR. KELLOW: It changed the picture as  
24 far as the picture was concerned locally.

25 MR. THOMPSON: And you are suggesting  
26 that education has to have a certain local application;  
27 there should be certain changes to fit local needs?

28 MR. KELLOW: Yes. In this area of  
29 vocational training particularly, yes. I would say, for  
30 example, that in a mining community, your millwright  
course or your machinist course should be oriented around  
the mining community and the equipment that is used in  
the mine and the process, certainly not the milling





process which you may have in Peterborough or in Saskatoon or Fort William or something like that. No. I think very definitely it should be oriented to the broad individual so that he can take the basic skills with him to some area of the country and still do well.

PROFESSOR LOGAN: There are no representatives of government in this local committee at all?

MR. KELLOW: Not at the local level. But, we have a very, very close contact with the educational authority of the Department of Labour, Mr. Ford, and he can assist us quite often. He attends our annual meeting every year.

PROFESSOR LOGAN: Not at the provincial level, but you mentioned Mr. Ford?

MR. KELLOW: No --- at the provincial level too.

MR. BROWN: I must say Mr. Moon and now Mr. Johnson.

MR. KELLOW: And Mr. Metzler is coming to see us.

PROFESSOR LOGAN: What about the certificate of completion; who signs it?

MR. BROWN: The certificate of completion is signed by the local principal of the school and the director of education, I believe. Now, you have got me there as far as accuracy.

MR. KELLOW: What certificate are you referring to --- the advanced tech ones?

PROFESSOR LOGAN: No. I am thinking of a completion certificate for apprentices.





1  
2  
3  
4  
5 MR. BROWN: There are no community plans  
6 as such. We are not able to produce a working model for  
7 that in terms of a community accredited apprenticeship  
8 scheme.

9 MR. KELLOW: No. We haven't got an  
10 apprenticeship scheme in the community. This is at the  
11 plant level. I am talking about advanced tech classes.

12 MR. EBERLEE: A certain number of  
13 certificates are handed out by the Department of Labour  
14 each year. I think it was about one hundred and seventy  
15 last year.

16 MR. KELLOW: Yes. That was for the  
17 designated trades?

18 MR. EBERLEE: No. That was for apprentice-  
19 ship and industry.

20 MR. BROWN: This activity hasn't gotten  
21 out into the hinterland; maybe more in the metropolitan  
22 areas.

23 MR. EBERLEE: There may be a few firms  
24 here and there that have made arrangements with the  
25 Apprenticeship Branch.

26 MR. BROWN: Yes.

27 PROFESSOR LOGAN: I am thinking of a  
28 comparison with the United States and, pursuing that line  
29 of questioning because the Department of Labour, the  
30 Federal Department of Labour has its signature on the  
certificate that they give out from the various manufac-  
turers' organizations there for their apprentices, pretty  
largely. That is not universal probably.

MR. BROWN: I think this would be an



...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...



1  
2  
3  
4  
5 asset if there was for Ontario a provincial signature  
6 of some form on each apprenticeship certificate certify-  
7 ing they are a manufacturing apprentice.

8 PROFESSOR LOGAN: I am talking about  
9 their individual company's certificates with the Federal  
10 or the State signature on them, and sometimes it is  
11 associations, like foundries and things, but the  
12 government signature is always on it with the idea that  
13 that will make it stronger and more uniform. The  
14 expectation is that the standard is being general. I  
15 suppose it is a different outlook. The government has  
16 its constant standards from what the individual company  
17 would have, at least. But, I think there is something  
18 to be thought about in relation to whose signature goes  
19 on the certificates. I am speaking only of apprentices  
20 here. I am not thinking of any others; the projections  
21 in both directions of people who are trained in industry.

22 MR. KELLOW: I will buy that, yes.  
23 I think you are right. If you could have a high-level  
24 signature on an apprenticeship certificate, that is good.

25 PROFESSOR LOGAN: But, your signature,  
26 as an organization, is it going on?

27 MR. KELLOW: O.I.E.C.?

28 PROFESSOR LOGAN: Yes?

29 MR. KELLOW: No. No, it has not attempted  
30 to be a certifying organization. It is one to stimulate  
interest and action.

PROFESSOR LOGAN: But, it is concerned  
with standards?

MR. KELLOW: Yes.



secret if there was for Ontario a group which represented  
of some form on such a committee in connection with the  
and they are a very ordinary organization.

PROSECUTOR: I am calling about  
their individual names in connection with the Federal  
or the State signature on that, and I believe it is

associations, like the American and Chicago, but the  
Government signature is not on it with the idea that  
that will make it stronger and more official.

expansion in that the signature is not on it.  
express it is a letter not on foot, and the signature is  
its content standards for what the Federal Government

would have, at least, and I think there is no  
to be thought about a certain number of signatures  
on the committee. I am not talking about the

now. I am not talking about the signature, but the  
in only a few lines of text, and the signature is  
I think you are right. I am not talking about the

and an organization, is it not?

PROSECUTOR: Yes, but it has not been  
to be a controlling organization. It is not an official  
interest and action.

PROSECUTOR: Yes, but it has not been



1  
2  
3  
4  
5 MR. EBERLEE: Turning to another subject,  
6 under your proposed plan, what would be the role of  
7 unions in the locality of a local council?

8 MR. KELLOW: The role of the labour  
9 union would be nothing. The role of the trade union  
10 would be probably in direct ratio to how they would want  
11 to participate. You will probably learn more from the  
12 union on that when they present a brief because it would  
13 be most interesting to see what their reaction is to  
14 this whole problem. But, I think it is a trade union  
15 problem, not a labour union problem.

16 MR. EBERLEE: Well, when you come to  
17 Peterborough, for instance, you have your United  
18 Electrical Workers' there?

19 MR. BROWN: Yes. In our proposal where  
20 we outlined the possible composition of the committee,  
21 on page 10, local apprentice committees: Representatives  
22 from participating manufacturers; trade representatives,  
23 and educational representatives. I would think that,  
24 certainly, if the trades in the area, whatever their form  
25 of representation, if they wanted to undertake to provide  
26 representatives to the community committee, that that  
27 would be quite acceptable.

28 MR. EBERLEE: You would have to have a  
29 kind of meshing of the things that the local committee  
30 did with the things that went into collective agreements  
and individual plants in the area; there must be some  
sort or reconciliation there, so that the union would  
have to be involved.

MR. BROWN: Unions definitely have to be





involved.

MR. EBERLEE: Otherwise the committee would be working at cross purposes?

MR. KELLOW: Yes. You would get nowhere. You must have the co-operation of the unions before a scheme of this or any other nature is going to be successful.

MR. GISBORN: Isn't there a bit of contradiction in your suggested make-up of the committees? You differentiate with the labour unions and the trade representatives there; but, your whole outlook is that we can't concentrate on the designated trades and apprenticeship programmes anymore.

MR. KELLOW: We are not talking about designated trades. We are taking about trades.

MR. GISBORN: But, a trade union, you are talking about the trade as they represent a specific or designated trade.

MR. BROWN: I do not draw a distinction between a labour and trade union with that then because the industrial unions have their skilled trades groups and so on, and I am sure that George Burke will be quite strong in seeing that he represents the skilled people in General Motors and Ford, such as the assembly-line men and Mr. Mahoney with the Steel Workers, and so on. So, in the brief we have not sought to draw a distinction. The reason that we didn't use "unions" as such, is that there may be communities, with all respect to the organizing efforts, in which there are not yet any unions and I do not think that this approach need be confined





1  
2  
3  
4 to those communities where there are unions. Similarly,  
5 in our community and others, you have differences amongst  
6 the unions. There is often difficulty in getting a  
7 common representative. These are things that will have  
8 to be sorted out.

9 MR. GISBORN: The point I wanted to  
10 make is this. I think the arguments as set out in your  
11 brief are quite to the point and they are in keeping with  
12 the problem, but I do not think that you would get the  
13 representatives of the designated trades interested in  
14 this kind of approach.

15 MR. BROWN: Correct me if I am wrong,  
16 but the designated trades are not operating to any  
17 significant degree in the manufacturing industry.

18 MR. GISBORN: No. I will agree. But,  
19 they are starting now more so in Ontario to promote that.  
20 Even they have recognized the problem there. They are  
21 trying to protect their own trades by increasing the  
22 apprenticeship programme in the crafts and trades.

23 MR. KELLOW: We have not concerned  
24 ourselves, to any great degree, outside of some general-  
25 izations, about the designated trades. We are primarily  
26 concerned with the industrial trades. We say designated  
27 trades too must also be prepared to upgrade their train-  
28 ing as they advance in years, but our proposal obtains  
29 only to the industrial trades' situation. It is not  
30 designed for designated trades which are fairly well  
looked after, from an apprenticeship standpoint, right  
now. My reference to trade union representatives, as  
against labour union --- I should have said that we need





1  
2  
3  
4  
5 a trade representative out of whatever union it may be.  
6 I couldn't see, for example, a person who pushes a  
7 shipping car as an executive in a local union represent-  
8 ing the local apprenticeship committee. This is the  
9 point I was trying to make.

10 MR. THOMPSON: I am merely repeating  
11 what you said before now. First, that it seems to me  
12 there has been some type of voluntary approach across  
13 the country. Now, the need has not been as apparent  
14 previously as it is now, with industry and trade getting  
15 them from Europe and other places, but I question if this  
16 is purely on a voluntary basis. My own philosophy,  
17 political philosophy, is that I prefer it on a voluntary  
18 basis. It seems to me that we have, to some extent,  
19 tried this previously on a voluntary basis. There  
20 aren't that many industries that are using a form of  
21 training or apprenticeship basis. I am wondering whether  
22 in Britain it is really a completely voluntary basis or  
23 whether there are inducements, such as tax deductions,  
24 for industries that undertake apprenticeship, or some  
25 kind of approach to the industry to encourage them?

26 MR. KELLOW: I think there is a question  
27 of subsidization of industries who undertake apprentice-  
28 ship training. I think it will come before your  
29 Committee eventually.

30 MR. THOMPSON: Would you be in favour  
of this?

MR. KELLOW: I think that we have got  
to recognize that this is a cost factor to manufacturers  
and because of the high rates that apprentices are earning





1  
2  
3  
4  
5 in this country at the present time, it is a very grave  
6 cost factor and it is quite feasible that a manufacturer  
7 is training many more apprentices than he needs.

8 Therefore, if he undertakes such a training scheme for  
9 the benefit of individuals, yes, he should be subsidized  
10 to some degree. But, in all frankness, we haven't gotten  
11 into the question of subsidization or how much it costs  
12 us to do this.

13 MR. GISBORN: It might be fair to say  
14 that cost is the reason that your programme has not  
15 advanced much further in the post-war years?

16 MR. BROWN: Gentlemen, if I might try  
17 to summarize what I think some of the pertinent points  
18 are. It is only within the last three to four years that,  
19 in terms of the available source of supply, we have had  
20 this problem. We haven't had this problem of source of  
21 supply up until then.

22 Second, we have not had the proportion  
23 of our population as large as it is now in the age group  
24 of leaving secondary schools. This is a very real  
25 factor that we all have a responsibility there in meeting  
26 the thing. I agree that just left by itself and say:  
27 Okay, the people will ultimately get together on a  
28 voluntary basis; that will never happen. The point we  
29 are endeavouring to make is that it has to be a combined  
30 thing. We have seen the blueprint, for instance, in  
existence has not operated. You, on the one hand, can  
see the voluntary one has not operated. But, just as  
strongly, it can be said the blueprint that has been in  
existence has not produced results in the manufacturing





1  
2  
3  
4  
5 industry. I submit that the circumstances are such now  
6 that certain steps can be taken at the provincial level  
7 that would provide an inducement and aid the whole matter  
8 of training, and I think that this can best be done in  
9 terms of the kind of things that the trade institutes  
10 have been doing and trying to get that activity spread  
11 more and integrated with the secondary schools. And if  
12 that is set up you also get employers thinking in terms  
13 of not only apprenticeship within their own firm, but  
14 this kind of apprenticeship, of something that is signed  
15 by a provincial body and get that as a broader base and  
16 for the broader base for the related training, you are  
17 going to get young folk more interested because they will  
18 have a greater prospect of getting through the four years.  
19 You are going to have employers more interested because  
20 they will feel: All right, before I start this fellow,  
21 I do not have the commitment, or the implied commitment  
22 that I am going to take care of him for four years ----  
23 when he knows that he can't predict his employment  
24 twelve months from now. But, if he knows that in consort  
25 with half a dozen other business firms in the city they  
26 are going to try and see these twenty apprentices through  
27 four years, I think you will get a loosening up of the  
28 whole thing and remove some of these things that have  
29 been real problems in the past.

30 However, if these things do not stimulate  
interest at the working and doing level, if that is not  
done, then the thing will be another Bill 49. It will  
stay in the books but will not get much done in the real  
stream of things.





1  
2  
3  
4  
5 I am sorry that I feel so strongly on  
6 all these points, but I believe that they are very real  
7 ones.

8 MR. KELLOW: You have never yet been  
9 able to legislate people to success.

10 THE CHAIRMAN: How do you propose handl-  
11 ing that --- through what level of government? Would you  
12 go to a group of manufacturers and suggest that they  
13 should have so many apprentices to train? Who would you  
14 suggest? What department of government would handle that  
15 part of it, or who would handle it?

16 MR. BROWN: I would hesitate to suggest  
17 what department of government, because it could be ---  
18 and I am just thinking quickly now --- any one of three.  
19 It could be Labour, Education or Trade and Commerce, or  
20 whatever the proper label is. The organization that has  
21 the greatest representation for manufacturers as such  
22 is the C.M.A. They will be submitting a brief.

23 THE CHAIRMAN: From a government stand-  
24 point then you would suggest that someone would go to  
25 these points across Ontario and sell manufacturers on  
26 this idea; get together and discuss with them their needs  
27 and sell them on the idea of a sort of co-operative  
28 training plan?

29 MR. BROWN: And the O.I.E.C. would be  
30 glad to assist that in any way.

MR. KELLOW: You have already got a  
communication network in most of the large areas.

THE CHAIRMAN: But, not to this point?

MR. KELLOW: Not to the degree that you





1  
2  
3  
4  
5 would probably want it ultimately.

6 MR. BROWN: Let us not look too much to  
7 the past and say what has not been done because the  
8 awareness of the need has not been there in the past. We  
9 are just waking up to it now.

10 THE CHAIRMAN: Any further questions?

11 MR. THOMPSON: I think you said quite  
12 a mouthful here on page 8:

13 "The young folk will have to have the  
14 wisdom to train while young, the older folk are going to  
15 have to have the spirit of adventure to train for and  
16 undertake new things."

17 Again, one of these doleful briefs I  
18 read over the weekend suggests that young people, in  
19 grade two now, who will be going into secondary vocational  
20 schools, seventy per cent of them will never graduate.  
21 I do not know on what basis they determine this. I  
22 think this is the crux of the thing. I assume you see  
23 responsibility for the provincial government to try and  
24 publicize and encourage this need in industry, in the  
25 local community, and to emphasize the need for young  
26 people to take training?

27 MR. BROWN: Yes. But, again, this is  
28 a thing that has to be done on a considered basis because  
29 I have heard in the last two years a significant number  
30 of educational people say that with the down-turn in  
employment, that there are people staying on in school  
now who really are not benefiting by it at all. So, we  
have to be aware of the great generalization. It is a  
problem of endeavouring to see that each of us has the





1  
2  
3  
4 opportunity to develop to the extent of our abilities.  
5 Now, having said that I wanted to avoid generalizations,  
6 I come out with a whopper. But, no educational system  
7 will work if we attempt to say that everybody has to go  
8 to grade twelve, because it is not practical for everyone  
9 to do that. Maybe my children are not going to be able  
10 to absorb anything that is useful to them past grade  
11 ten.

12 MR. THOMPSON: There is a large propor-  
13 tion of children in Ontario who do not have the intellec-  
14 tual ability to get too far in school. Would you suggest  
15 this is quite a large proportion?

16 MR. KELLOW: It is fairly large.

17 MR. THOMPSON: This is our problem, what  
18 we do with those people.

19 MR. KELLOW: We have discussed this  
20 problem in O.I.E.C. also and I think that this is an area  
21 where a considerable amount of research could be done  
22 because it is an area --- we believe that this group will  
23 go into the service types of industry; transportation,  
24 appliances, repair, retail selling and this type of thing,  
25 and be quite successful. And I think if we can take the  
26 time to sit down and just look at all the possibilities.  
27 What I.Q. do you have to have, or is personality more  
28 important to be a successful disc-jockey, for example,  
29 and that sort of thing.

30 MR. THOMPSON: I would say personality  
is more important.

MR. KELLOW: Yes.

THE CHAIRMAN: You could teach them one





1  
2  
3  
4  
5 job or skill that they would follow and that would be it.

6 MR. BROWN: That is right. And then  
7 these one jobs and one skills are not going to have a  
8 thirty-year duration.. This is the problem. So, there  
9 has to be re-training.

10 MR. KELLOW: Even for them, they must be  
11 prepared to change from one job to another.

12 THE CHAIRMAN: Any further questions?  
13 If not, I would like to thank you, Mr. Kellow and Mr.  
14 Brown, for coming here and presenting this brief this  
15 morning. I am sure it was very interesting to all of the  
16 Committee.

17 --- Luncheon adjournment.  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30





--- Upon resuming at 2.00 p.m.

THE CHAIRMAN: Gentlemen, we will come to order now. We have a quorum. We have with us this afternoon Mr. Harris, Chairman of the Brantford Board of Education and Mr. Turner.

I wonder if you would like to sit up here, Mr. Harris and Mr. Turner. Who is going to present the brief?

MR. HARRIS: I will attempt to go through it, if you like, sir.

THE CHAIRMAN: Whenever you are ready, you may continue.

MR. HARRIS: First of all, I would like to clarify something. I am not Chairman of our Board. I was hoping that the Chairman would be here, but he was unable to make it.

I was asked to chair our committee to study the subject in hand and this is the result of that.

MINUTES  
OF  
THE BOARD OF EDUCATION,  
BRANTFORD, ONTARIO

APPEARANCES:

DR. TURNER

MR. J. C. HARRIS





A Special Committee established by motion of the Board of Education and representing elected trustees, appointed members of the Vocational Advisory Committee, the National Employment Service, and Secondary and Vocational School Staff, has reviewed the background and explanatory material distributed by the Select Committee, has discussed the many various questions raised and herewith submits its comments and recommendations as follows:

First of all, I would like to say how much we appreciated this material because it helped us to focus our line of thinking along the lines that you wanted and we found it helpful.

1. EXISTING PROGRAMS AVAILABLE IN ONTARIO

While as outlined under the Committee's Terms of Reference, there would appear to be available a fairly diversified range of training facilities of reasonably good quality, we question whether the total enrolment which can be accommodated is adequate to meet the potential and desirable demand for such types of training. Nor are we persuaded that, even with the addition of the three new trade schools presently under construction in Ontario, the facilities for trade and technical training are sufficiently dispersed to be readily accessible without undue expense to the numbers of young persons and adults who should be interested and encouraged to participate. The programs themselves are probably reasonably diversified and flexible but still fall short of meeting the needs for skilled labour, both present and future. While admittedly any attempt





1  
2  
3  
4  
5 accurately to forecast future needs of the labour market  
6 presents tremendous difficulties, nevertheless a real  
7 effort should be made to do so on a continuing basis,  
8 probably by appropriate departments of government, fed-  
9 eral and provincial such as labour, trade and commerce,  
10 industrial development, etc., working in close co-  
11 operation with related industrial associations, trade  
12 and manufacturing groups and also with research branches  
13 of main labour organizations. In the light of present  
14 shortages, it must be obvious that there is a serious  
15 lack of adequately trained instructors.

16 Would you like me to interject the odd  
17 thing as we go along?

18 THE CHAIRMAN: All right.

19 MR. HARRIS: I brought along with me,  
20 speaking of this attempt to forecast requirements, I had  
21 sent for a copy of the study just recently done by the  
22 Employment Service of the State of North Carolina:  
23 "A study of technical and skilled manpower requirements".  
24 This was apparently very much along the same lines, an  
25 attempt to forecast the future requirements in that  
26 State; what skills and technologists and technicians  
27 and skilled occupations were going to be needed, and this  
28 is their approach to this problem.

29 MR. BOYER: Have we that material?

30 THE CHAIRMAN: No, we have not. Can you  
tell me this, Mr. Harris: Does North Carolina have as  
much industry or are they as diversified as we are in  
Ontario?

MR. HARRIS: I haven't, by any means,





1  
2  
3  
4  
5 exhausted a study of this. I was surprised in reading  
6 what I did to find that they were as industrialized as  
7 they are. I had visualized them as being fairly heavy  
8 on the agricultural side and tobacco, and so on; but,  
9 there is a good deal of industry. I have forgotten  
10 the figures but they are in here. If you would like to  
11 have this, I am prepared to leave it with you.

12 I noticed also a reference coming out  
13 from the recent Canadian Education Conference in March,  
14 in Montreal, and it seems to me that this quote from  
15 one of the panel groups there ties in:

16 "Knowledge about manpower is basic to the  
17 survival of our society."

18 "There are many sources of facts --- Dominion  
19 Bureau of Statistics, Department of Labour,  
20 National Employment Service --- but, what we  
21 lack is selection of some of the figures being  
22 gathered and their interpretation. The ILO  
23 has recommended that a national service agency  
24 collect and analyze the data and make them  
25 available systematically and promptly."

26 It seemed to me that this indicated a  
27 realization of the same need.

## 28 2. APPRENTICESHIP

29 Our Committee regrets that the role of  
30 indentured apprenticeship plans has suffered a serious  
decline in recent years, due in large part to the conflict  
between management and labour concerning policies and  
objectives related to such matters. The fact that some  
unscrupulous employers have abused the apprenticeship



examined a study of this. I was surprised in finding what I did to find that they were as industrial as they are. I had visualized them as being fairly heavy on the agricultural side and towards, and so on; but there is a good deal of industry. I have forgotten the figures but they are in hand. If you would like to have this, I am prepared to leave it with you.

I noticed also a reference coming out from the recent Canadian Education Conference in Montreal, and it seems to me that this group is one of the main groups there and

"Knowledge about manpower is basic to the survival of our society."  
"There are many sources of facts - a combination of statistics, government information, National Employment Service - but what is lacking is selection of some of the relevant facts gathered and their interpretation. The report has recommended that a national review should be collected and analyzed the data and make them available systematically and promptly."  
It seemed to me that this report was a

realization of the same need.

20) Committee reports that the need for industrial apprenticeship plans has increased a serious decline in recent years, due in large part to the conflict between management and labour concerning policies and objectives related to such matters. The fact that some employers have shown the apprenticeship



plan as a means to obtain a supply of cheap labour has undoubtedly aggravated this situation. Furthermore lack of security during apprenticeship has tended to discourage some young persons who would otherwise have been interested and suitable candidates. The solution to this problem may lie in either of two possible courses: a reactivation of properly balanced apprenticeship committees at both the provincial and municipal level in the hope of achieving a reasonable degree of unity between the two opposing points of view; or on the other hand, a recognition of the problem facing most industries in a highly competitive economy and the need largely to replace the trade apprenticeship system by government subsidized training programs in trade and technical schools. If, however, indentured apprenticeship is to remain an integral part of our trade training program, our Committee feels very strongly on two main points. First, there should be no arbitrary maximum age limit for admission. (Such a restriction probably dates back to an era now long since gone when it was the exception for young women to be gainfully employed following marriage and hence it was considered foolhardy for a young man to try to mix training and marriage). Rather the criterion for admission should be the sincere desire of the applicant to improve his qualifications and skills; his ability to absorb training of a type suitable to his aptitudes; and a reasonable prospect of his being able to finance the training during a period of modest earnings, possibly with the understanding assistance of his wife or family.





1  
2  
3  
4  
5 I have with me here the minutes of a  
6 meeting of the Provincial Advisory Committee for the  
7 Building Trades. As I was going over this, these two  
8 illustrations struck me as illustrating this point very  
9 badly.

10 The first has to do with an application  
11 of a young man who was over the age limit of twenty-one  
12 years. He has had some experience at his trade. He was  
13 applying as an apprentice under the designated trade of  
14 Electrician. He has obtained grade ten education. As  
15 he is over the age limit, the Council, although willing  
16 to accept him as an apprentice in the trade, felt that  
17 the case should be discussed at the Provincial Advisory  
18 Committee Meeting. After discussing the case, the  
19 Provincial Advisory Committee ruled that, as he is over  
20 the age limit of twenty-one years, he be not indentured  
21 as an apprenticeship in the electrical trade. This is  
22 where the local apprentice council supported the man's  
23 application, but it was finally rejected.

24 The second case concerns a young man,  
25 twenty-two years of age in February, 1962. He was in the  
26 R.C.A.F. from July 1958 to January 1961, in the rank of  
27 electrical technician and since that time has worked as  
28 an electrician's helper. After discussing his application  
29 and credits, it was recommended that as he was over the  
30 age limit of twenty-one years, he be not indentured as  
an apprentice in this trade.

I think this illustrates the feeling of  
our Committee that there are two serious restrictions by  
adhering too closely to the fixed age limit, particularly





one as low as twenty-one years.

I think Doctor Turner would bear me out when I referred in that last paragraph to the understanding assistance of a wife. We have had cases, and Doctor Turner will remember them, where young men who sought training under our Schedule 5 programme, had talked the matter over with their wife or parents, and had been encouraged to try and upgrade their skills because the wife or family realized that if they can absorb training, their whole family condition would be that much improved.

Secondly, proper recognition should be given to basic training in various types of schools including Schedule "5" courses and an appropriate allowance applied against the normal term of apprenticeship. In fact, if the actual classroom trade training could be still further improved and extended, it might make possible a reduction in the period required for actual indentured apprenticeship in the industry or trade. This might be achieved by "sandwich" courses with alternating periods between the classroom and practical training and with a more realistic determination of length of apprenticeship required in various trades.

Generally speaking, our Committee is not in favour of compelling industry to undertake training, believing that to have a really effective program an employer must be sufficiently interested to initiate it himself. Compulsion would only antagonize some employers and encourage others to defeat the whole purpose. Rather, interested employers with good programs should be encouraged by government and financially assisted by means





1  
2  
3  
4  
5 of tax concessions, etc. Direct subsidization of either  
6 industrial training schemes or of private schools might  
7 easily lead to unnecessary duplication of courses and  
8 facilities and should be carefully scrutinized.

9 I think one point I overlooked in  
10 summing up our discussion was also the need for trying to  
11 arrive at better national standards so that it would  
12 contribute to the mobility of labour; whereas now they  
13 are having to adhere to provincial standards.

14 MR. GISBORN: When you say "our  
15 Committee", is this a training programme committee from  
16 Brantford?

17 MR. HARRIS: This is the special  
18 committee that was set up by our board to present the  
19 brief.

20 3. SUPERVISORY AND MANAGEMENT TRAINING

21 There appears to be a fair degree and  
22 diversity of training in this area available, much of it  
23 sponsored by various industrial associations, semi-  
24 professional organizations, etc., and some within the  
25 scope of university extension courses. It would seem  
26 desirable to see such facilities extended rather than  
27 duplicated by government plans.

28 4. TRAINING OF UNEMPLOYED

29 It is well recognized that this area has  
30 received very little attention in Ontario until the last  
year or two. While activity has certainly increased  
more recently, the scheme has worked under difficulty  
due to lack of leadership at the provincial level as well  
as to lack of adequate facilities other than the





1  
2  
3  
4  
5 technical departments of existing composite secondary  
6 schools. While much good work is being done in certain  
7 areas, much more needs to be done to cope with the  
8 serious problem of a large body of unskilled manpower  
9 presently in the labour market. Our opinions previously  
10 expressed concerning apprenticeship apply strongly here,  
11 in that there should be no unnecessary obstacles such  
12 as age limits, or academic entrance requirements placed  
13 in the way of men and women who sincerely wish to better  
14 themselves in either the indentured trades or other  
15 skills; and successful completion of Schedule "5"  
16 courses under capable instructors should count as a  
17 realistic part of the normal term of apprenticeship.

18 We had the assistance, through Doctor  
19 Turner's co-operation, of one of the instructors in the  
20 auto mechanics department of our vocational school,  
21 when we were screening certain applications, and he told  
22 us that boys who went through to grade twelve industrial  
23 were credited with a year and a half against their term  
24 of apprenticeship. We have had to comply with the  
25 legislation and change the second course to one in small  
26 engines instead of auto mechanics. But, the chaps who  
27 followed through on the ten months of concentrated  
28 training, of six or seven hours a night, who would  
29 accumulate far more hours of training than a boy in the  
30 industrial course, in the day school, get no official  
credit against apprenticeship at all after having done  
well in the Schedule 5 course.

Compulsion of unemployed workers to take  
such training as a condition of drawing unemployment





1  
2  
3  
4  
5 insurance benefits has its hazards since no teacher  
6 enjoys having to cope with unwilling students. However,  
7 under certain conditions such a requirement may be ad-  
8 visable. Extension of such training courses so as to  
9 include some related basic academic subjects would seem  
10 to be reasonably successful in our recent experience.

11 What I mean by that is that some months  
12 ago the Department gave us permission to extend three of  
13 our courses, these three original courses we had from  
14 three to six months, so as to introduce two and a half  
15 hours a night of basic academic upgrading. I think in  
16 British Columbia they have gone even further than we have  
17 here in this respect.

18 MR. BOYER: In the National Employment  
19 Service, is there any present way of obliging an un-  
20 employed young man to take training?

21 MR. HARRIS: There is in the Act and  
22 Regulations. But, frankly, the way this plan is admin-  
23 istered in our area, at least, we have not relied on the  
24 Act. We have operated our Schedule 5 programme since  
25 January of 1961 rather on the basis of accepting  
26 applications, rather than directing persons. There is  
27 a provision in the Unemployment Insurance Act to direct  
28 persons.

29 PROFESSOR LOGAN: He would be then  
30 losing his -----

MR. HARRIS: ---- rights to benefit?

PROFESSOR LOGAN: That is right.

MR. HARRIS: Yes. We have had only one  
or two of those. You see, in order to comply with the





1  
2  
3  
4  
5 legislation and retain their eligibility for benefits,  
6 they have to be directed, even though they have gone in  
7 this rather roundabout way of applying, instead of being  
8 selected for direction, and we point out to them that if  
9 they do drop out of the course, for no good reason, they  
10 are subject to possible disqualification and I think we  
11 have had one or two such cases. They can be disqualified,  
12 in the same way, up to a maximum of six weeks' benefits,  
13 in the same way that a person who voluntarily leaves a  
14 job without good cause.

15 THE CHAIRMAN: Well then, in the classes  
16 that you started last year, what percentage would have  
17 finished the courses?

18 MR. HARRIS: This is from memory, but  
19 I think we have summed it up a few weeks ago and at that  
20 time we had accepted somewhere in the neighbourhood of  
21 three hundred and fifty, or between three hundred and  
22 fifty and three hundred and seventy-five and just about  
23 two-thirds had stayed with the courses and earned their  
24 certificates.

25 MR. MORNINGSTAR: That is pretty good,  
26 two-thirds.

27 MR. HARRIS: Yes.

28 THE CHAIRMAN: The effort was well spent.

29 MR. HARRIS: We feel that it is extremely  
30 worth while. Doctor Turner has been our co-ordinator  
31 right from the outset.

32 DOCTOR TURNER: I think that our un-  
33 employment training programme in Brantford has been very  
34 successful, not only that we have been able to give these





1  
2  
3  
4  
5 people some skills that they didn't have, but we have  
6 given them some training that enables them to become  
7 employed. It might be of interest to you to know that  
8 about eight per cent of them are employed as a result of  
9 the training that they received --- eight per cent of the  
10 two-thirds. There is another factor too that is  
11 significant in this programme and that is that many of  
12 these people have felt beaten down and many of them are  
13 genuinely sincere people who oftentimes because of  
14 circumstances beyond their control have landed in a  
15 position in which they find themselves. We have noticed  
16 that after the training period, when we always have a  
17 little graduation party for them, the change in attitude  
18 and outlook that these people possess, and this is  
19 important in any programme. This, in addition to the  
20 fact that they have gained these skills has, in our  
21 opinion, made it a very successful undertaking.

22 THE CHAIRMAN: Then, you would recommend  
23 that we continue this ~~For~~ unemployed people?

24 DOCTOR TURNER: Yes, and expand it.

25 PROFESSOR LOGAN: When did you start?

26 DOCTOR TURNER: January, 1961.

27 PROFESSOR LOGAN: Why not before?

28 DOCTOR TURNER: That is a good question.  
29 I think there was one other centre in the field before we  
30 were. Cornwall, I think, was in it a little earlier.  
However, I must give credit where it is due. The  
stimulus for starting this programme came from the  
Employment Committee of the National Employment Service  
in Brantford, of which Mr. Harris is the manager. They





1  
2  
3  
4 took the first step and made the necessary analysis of  
5 the number of people who might be interested and then  
6 approached our Board of Education and from then on it  
7 became a joint undertaking.

8 PROFESSOR LOGAN: It has been in the Act  
9 since 1940.

10 DOCTOR TURNER: Yes.

11 PROFESSOR LOGAN: That is the date of  
12 the Act. It has always been in the Act.

13 MR. HARRIS: You are referring to the  
14 Unemployment Insurance Act?

15 PROFESSOR LOGAN: Yes.

16 MR. HARRIS: I can't tell you when the  
17 programme for Schedule M, as it was originally called  
18 and is now known as Schedule 5 ----

19 DOCTOR TURNER: It is one of the schedules  
20 --certainly post-war. I am sure of that. But, I am not  
21 sure of the exact year.

22 PROFESSOR LOGAN: I was referring to the  
23 Unemployment Insurance Act. It read something like this,  
24 that an unemployed person, if he is physically capable,  
25 and, whatever goes with that, must accept training if he  
26 expects to get benefits.

27 MR. HARRIS: Yes.

28 PROFESSOR LOGAN: I think that was written  
29 in the Act in 1940.

30 MR. HARRIS: Yes. I think it was intro-  
duced right in the original Act in 1940. I think you are  
right. But, unfortunately, we have had some cases of  
people taking training under this clause. We had an





1  
2  
3  
4 approved business college course and two or three schools  
5 of hairdressing but, to all practical purposes, when we  
6 got interested in the Schedule M, as it was first called  
7 and now Schedule 5, this was the first time that we were  
8 able to become really interested in it on a large scale  
9 at all. When you say why didn't we go into it sooner,  
10 I will say this. Our Committee had been studying the  
11 possible merits and ways to tackle the problem for some  
12 two or three years, and I read this sentence with a  
13 certain amount of fear and trepidation, where I said that  
14 it was partly due to the lack of leadership at the  
15 provincial level, but I think we felt this very definitely  
16 --- didn't you, Doctor Turner --- and probably you did  
17 not experience some of the frustration that we had before  
18 the Board of Education became involved. I blame our own  
19 service at the regional level because I feel there should  
20 have been more leadership given here, as well as in the  
21 Department of Labour and Education.

22 DOCTOR TURNER: I think all parties must  
23 assume a portion of the blame for this and I think our  
24 secondary schools also have responsibility in that there  
25 should be a follow-up of students who drop out of school  
26 after sixteen years of age and who may, legitimately,  
27 leave school and although, as we said earlier today in  
28 a conversation with one of the officials of the Department,  
29 that we have no legal responsibility, perhaps, to find  
30 out what these young people are doing, we undoubtedly  
have the moral responsibility to find out. Rather than  
having them drop out of school and nothing being done,  
I think if this follow-up programme had been instituted





1  
2  
3  
4 in the secondary schools and we had the personnel to  
5 investigate what is happening, this might have appeared  
6 earlier.

7 MR. GISBORN: You mentioned that a large  
8 percentage had found employment after graduation?

9 DOCTOR TURNER: Yes.

10 MR. GISBORN: Have you the facilities  
11 to have a continuance check on them?

12 MR. HARRIS: No, unfortunately not.  
13 Our Schedule 5 Committee has discussed this at some  
14 length and I am hoping still that even though it will be  
15 quite a sizable job now, in terms of the several hundred  
16 who have gone through the training courses, that we may  
17 try at some future date to send out a follow-up to find  
18 out exactly what benefits have derived. All we are  
19 required to do, as an employment office, is to report on  
20 those who are still registered as "un-placed", periodically. But, to me, this is not a good enough follow-up,  
21 frankly.

22 THE CHAIRMAN: Yes. Before we continue,  
23 you raised a point there. I do not have any proof of  
24 this, but we do have some teachers in our high schools  
25 today where, if a boy or a girl, for no good reason,  
26 would say: I think I would like to drop a subject ---  
27 they do not seem to be encouraging them to keep it up.  
28 Do you find that at all up in your area? They say:  
29 That is fine; if you don't want to take this subject,  
30 all right.

DOCTOR TURNER: If I answered in the  
negative, I would be saying that all teachers are perfect



in the secondary schools and we had the opportunity to  
investigate what is happening, this might be a

Mr. [Name] has mentioned that it is

Mr. [Name] has mentioned that it is

to be a collection of these things

Mr. [Name] has mentioned that it is

for the collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things

to be a collection of these things



1  
2  
3  
4 --- and they are not.

5 THE CHAIRMAN: That follows up another  
6 point. I have questioned a couple of high school boards  
7 on this. If this is the case --- and we know it is going  
8 on somewhere --- why do you keep them on the payroll;  
9 and whether the Federation of Teachers would blacklist  
10 our school unless we get something from the principal?

11 DOCTOR TURNER: No, sir. I am not a  
12 member of the Teachers' Federation, so that I can speak  
13 objectively about it. The Teachers' Federation has never  
14 supported a teacher who is proven to be unsatisfactory  
15 in the teaching profession or who, in the opinion of the  
16 principal or the Board is an unsatisfactory member of  
17 the teaching staff. I do not think this charge can be  
18 levelled at the Ontario Secondary School Teachers'  
19 Federation.

20 THE CHAIRMAN: What would you think of  
21 a case where a Mathematics Teacher, starting out with  
22 thirty-two pupils in the fall, during the course he let  
23 about eighteen of them drop the course and he had five  
24 get through with a pass mark at the end of the year;  
25 would you consider that man should be protected by the  
26 Federation?

27 DOCTOR TURNER: No, sir.

28 THE CHAIRMAN: He was.

29 DOCTOR TURNER: I would want to know a  
30 good deal more about it.

THE CHAIRMAN: I happen to know more  
about it.

DOCTOR TURNER: If he were teaching and





1  
2  
3  
4  
5 if the circumstances were such that he should be expected  
6 to do a normal or better teaching job than the drop-outs  
7 for that grade, I think the principal should submit a  
8 very pointed recommendation to the Board of Education.  
9 They should have been looking for another teacher at  
10 Christmas.

11 THE CHAIRMAN: With principals being  
12 what they are, they live and work with people. But, I  
13 think the principal's feeling is that it should have been  
14 the High School Inspector in this case and it is very hard  
15 to get that from a High School Inspector, isn't it?

16 DOCTOR TURNER: I was a high school  
17 inspector.

18 THE CHAIRMAN: I didn't know that.

19 DOCTOR TURNER: High school inspectors  
20 are sometimes placed in a difficult position. The  
21 principal and the Board hire the teachers.

22 THE CHAIRMAN: Right.

23 DOCTOR TURNER: Therefore, the principal  
24 and the Board should fire them. The high school inspector  
25 goes into the school and he gives an opinion, based on  
26 his observations, to the principal, and the principal  
27 who knows that a teacher is inept and unsatisfactory  
28 but is unwilling to say so, he should not be principal  
29 of that school.

30 THE CHAIRMAN: I think we went through  
a piece after the war where we didn't have the teachers  
that we would like.

DOCTOR TURNER: I can see your relation-  
ship. This problem of unemployment is a result of drop-



of the circumstances were such that it was not  
to be expected of me to be able to do so  
for that week, I found the situation of affairs  
very different from what it was in the past  
They should have been looking for a better  
Christmas.

It was not until the 15th of December  
that they came, they had been waiting for me  
for a long time. I had been waiting for them  
the night before, but they had not come.  
So at last I saw them, and they were  
very happy to see me.

Christmas

It was a very happy day.

It was a very happy day, and I was  
very happy to see them.

It was a very happy day, and I was  
very happy to see them. I had been waiting  
for them for a long time, and they had  
not come. So at last I saw them, and  
they were very happy to see me. It was  
a very happy day, and I was very happy  
to see them.

It was a very happy day, and I was  
very happy to see them.

It was a very happy day, and I was  
very happy to see them.

It was a very happy day, and I was  
very happy to see them.



outs.

THE CHAIRMAN: I know it is in our area. But, we still have a little problem in two rural high schools where we haven't been able to get perhaps the teachers that we should have. Maybe we have them and maybe they are a bit lazy because they think they are quite safe. This is what has been going on in one school in particular. I have heard cases of boys, where they were told they would be given a certificate that they had received their grade twelve, and they have suggested that they might not go back and try thirteen.

DOCTOR TURNER: That is unforgiveable.

THE CHAIRMAN: If they were going to go back and take thirteen, they wouldn't get their certificate because they hadn't got their grade twelve. These are the points I would like to bring out. I do not know how to control this, but I think we should make some strong recommendations along these lines. I cannot prove this. All I can do is take it from people that have told me.

DOCTOR TURNER: I think there is one thing we might say that is irrefutable and that is the fact that the secondary schools in Ontario are faced with a serious problem, and that is the scarcity of qualified teachers or the scarcity of teachers. Now, we have a fairly large system with about one hundred and sixty teachers and this will give you an idea --- it will emphasize what I said. Last week, one of my teachers, on advice of her doctor, had to leave and leave forthwith because of health reasons. We advertised, locally





1  
2  
3  
4  
5 and provincially, and we didn't get one application for  
6 this job and the maximum salary for the job is \$9,700.00  
7 a year. We did not get one application for it and we  
8 were advertising in a newspaper with provincial circula-  
9 tion and we have a pretty good reputation in secondary  
10 school work. This happens to be in the field of  
11 commercial education.

12 THE CHAIRMAN: Very good. That is a  
13 point that you mentioned a few minutes ago.

14 MR. HARRIS: Would you like me to just  
15 finish reading the brief now, Mr. Chairman?

16 THE CHAIRMAN: Yes.

17 MR. HARRIS: 5. GENERAL

18 It is the concensus of our Committee  
19 that the role of government, federal and provincial, will  
20 probably have to be not only continued but extended if  
21 our training programs are to prove more adequate to meet  
22 future needs of the labour market. We submit that such  
23 training must be considered as an integral part of a  
24 well-planned and well-developed Adult Education Program  
25 - which has been all too lacking in this province in the  
26 past. This is not to overlook the good work done by the  
27 Community Programmes Branch, but we feel that this has  
28 tended to operate in the area of developing interests  
29 and entertainment rather than of serious improvement in  
30 basic educational fields. We would strongly recommend  
that a separate Branch of the Department of Education  
with the assistance of a strong and representative  
Advisory Committee be given the responsibility for giving  
real leadership in the whole area of Adult Education,





1  
2  
3  
4  
5 both academic and vocational, and for seeking the active  
6 cooperation and support not only of local Boards of  
7 Education but of appropriate related groups such as  
8 employer and workers' associations to the end that the  
9 program may operate as effectively as possible.

10 THE CHAIRMAN: Are there any questions?

11 MR. R. J. HARRIS: Maybe I am reading  
12 something into this. I will not bother reading the  
13 third paragraph over again. I will come right to the  
14 question. It almost seems that you fringe on favouring  
15 trade schools. Am I right?

16 MR. HARRIS: We have a very strong  
17 desire to see a trade school established not only in our  
18 own area, but feel there is need for the expansion of  
19 this type of education. I think any of us would feel  
20 that the three trade schools that were announced some  
21 months ago are not going to take care of the technical  
22 training needs.

23 MR. MORIN: What kind of trade schools?

24 THE CHAIRMAN: The kind we have, like  
25 our Provincial Trade Schools here in Toronto. They are  
26 going to build one in London, one in Ottawa and one in  
27 Sault Ste. Marie. Your feeling is that these should be  
28 within a radius of seventy-five or one hundred miles?

29 MR. J. C. HARRIS: I think you would  
30 agree with me that we feel that it is restricting the  
accessibility of a school if it means that a good many  
youngsters have to go beyond commuting distance. The  
expense involved becomes prohibitive, in some cases,  
unless they can be subsidized in some way.





1  
2  
3  
4  
5 THE CHAIRMAN: Would we have enough  
6 training or use of these schools if there was one in  
7 every centre of over forty thousand people?

8 MR. J. C. HARRIS: I do not know whether  
9 Doctor Turner will agree with this, but I am of the  
10 impression that when you try to relate the considerable  
11 proportions of problem in the drop-out or the fall-out  
12 through our regular academic and secondary schools, at  
13 grades nine, ten and eleven, preponderantly, and then  
14 realize something of the experience that I am sure other  
15 centres than Brantford are experiencing under this  
16 Schedule 5 programme, and as you study the need for re-  
17 coupling some of the losses that have already taken place  
18 in the last decade or two, that provided the courses are  
19 properly identified with the needs of industry, there is  
20 no doubt in our minds that we need more facilities for  
21 training if we are going to upgrade the pool of manpower  
22 we already have, let alone take care of the influx that  
23 is going to take place in the next five or ten years.

24 MR. R. J. HARRIS: In your opinion,  
25 would this complement apprenticeship or partially take  
26 the place of apprenticeship?

27 MR. J. C. HARRIS: I must confess, and  
28 you may have read this between the lines, there were  
29 divergent opinions in our own Committee as to the future  
30 of apprenticeship. We had one member of the Committee,  
who is an educator, who obviously would like to go back  
to the apprenticeship system that he had known fifteen  
or twenty years ago and incidentally, by curious co-  
incidence, his experience had mainly been in an area





1  
2  
3  
4 where one of the large electronic industries in Canada  
5 has a substantial plant and, by another strange co-  
6 incidence, Mr. Dundas, the Chairman of our Board, is  
7 affiliated with one of the others --- a competitor ---  
8 very large electrical concerns. In both cases, we note  
9 that both these firms had fairly wide-spread and well  
10 integrated apprenticeship training schools in years gone  
11 by and it is practically non-existent today. In one  
12 case, the educator would like to see the apprenticeship  
13 plan re-instated so that the school could do the major  
14 part of the job, but relating it to industry. The man  
15 who is identified with industry, our Chairman, feels  
16 very strongly that things have changed and, as we said  
17 in our brief, that in terms of recognizing a highly  
18 competitive situation that is facing industry today ---  
19 certainly in the electrical appliance field --- it is  
20 not reasonable to expect industry to undertake the major  
21 part of the basic training. He feels that this should  
22 be done in schools --- trade or secondary.

21 THE CHAIRMAN: Do you feel that we  
22 should have more designated trades or certified trades?  
23 Would that be a help in giving these boys direction when  
24 they are leaving school?

25 MR. J. C. HARRIS: I do not know that  
26 this point was discussed by our Committee.

27 DOCTOR TURNER: For instance, you are  
28 thinking of some trades that are designated, such as  
29 bricklaying and welding and that sort of thing?

30 THE CHAIRMAN: That is correct --- and  
electrical and many trades.





1  
2  
3  
4  
5 DOCTOR TURNER: I would like to stick  
6 my neck way out by saying that I think the designation  
7 of trades is probably a good thing because it gives a  
8 trade a proper status and gives proper control of the  
9 trade and would enhance it in the eyes of the boys who  
10 are thinking of going into it.

11 If I might support Mr. Harris' plea for  
12 trade schools, as a person who has been associated with  
13 secondary schools for a long time, I feel now that there  
14 is a link missing in the chain of education in Ontario.  
15 For instance, we take a boy in, let us say, machine shop  
16 work and we give him four years of training in our  
17 secondary schools. About half of his time in the last  
18 two years is spent in the machine shop and he goes out  
19 with a fairly substantial academic background and an  
20 equally substantial background in machine shop practice.  
21 But, he is not a tradesman. He has to learn, somewhere,  
22 the skills that will make a journeyman machinist out of  
23 him. But, this I do not know. If the apprenticeship  
24 system has gone out or is going and if the economy of our  
25 country is such that there is no place in the highly  
26 competitive manufacturing process for apprenticeship ---  
27 and this may well be so --- then, where are these boys  
28 going to get these skills they require? If it is not  
29 done in a school where it is formally presented, I think  
30 then the only conclusion is that we are not going to have  
31 skilled people.

32 I would like to tell your Committee that  
33 the admission to a trade school in our part of Western  
34 Ontario is a serious admission because down in our area,





1  
2  
3  
4 the Guelph - Brantford - Kitchener area, without a trade  
5 school, is ridiculous.

6 PROFESSOR LOGAN: They will get their  
7 way paid into the Toronto school?

8 DOCTOR TURNER: Yes, sir, but that does  
9 not work.

10 THE CHAIRMAN: In that area you would  
11 have a population of what?

12 DOCTOR TURNER: We presented a brief to  
13 the Department at the time. Naturally, we would like to  
14 see a trade school in Brantford because it is highly  
15 diversified and industrialized. We were given assurance  
16 that the representatives of industrial trade would co-  
17 operate in liaison training with the trade school; but,  
18 rather than be accused of provincialism in getting a  
19 school in our own city, I would think it would be  
20 difficult to pick an area in Ontario that is more highly  
21 industrialized, outside of Toronto, than that area right  
22 down there.

23 MR. J. C. HARRIS: There is nothing, at  
24 the present time, between London and Hamilton, as far as  
25 our area is concerned, and I think it should be made  
26 clear, too, that when we speak of a trade school, we are  
27 thinking of something between the vocational or technical  
28 department of our secondary school and the technical  
29 institutes such as Ryerson and the Hamilton Institute of  
30 Technology.

DOCTOR TURNER: I think that after the  
war most of us had the feeling that these boys who  
completed grade twelve in the vocational schools were





1  
2  
3  
4  
5 natural products for the technical institutes, such as  
6 Ryerson and the Hamilton Institute of Technology and  
7 others. But, there has been a metamorphosis develop  
8 here and, as you know, Ryerson Institute has become more  
9 of a technologist's training school than for tradesmen,  
10 and this is all good, because we need these technologists.  
11 But, this has created a gap in our educational system.  
12 I am sure that the principal of the Ryerson Institute  
13 might like to get boys with a little more concentrated  
14 background and academic training, particularly in the  
15 fields of mathematics and science; whereas, this depth  
16 of training would not be necessary for trade training.

17 MR. J. C. HARRIS: I was talking to a  
18 youngster in the office and he was sent to one of our  
19 public school principals and he is ready and equipped to  
20 go to Ryerson, but he has to postpone his entrance until  
21 January because they are crowded out. But, we were told  
22 in our Committee discussion they have raised their  
23 admission standards in order to try and cut their enroll-  
24 ment, just as the university are having to do at their  
25 level.

26 PROFESSOR LOGAN: Do these people really  
27 want to go into the trades after having completed ---  
28 well it is the technical brand of high school education  
29 that you are talking about?

30 DOCTOR TURNER: That is correct.

PROFESSOR LOGAN: I was under the  
impression that relatively few people really wanted to  
take four years, or whatever it is. I suppose they  
expect some reduction?





1  
2  
3  
4  
5 DOCTOR TURNER: Yes. If there was a  
6 sensible reduction in the apprenticeship time given for  
7 the formal training, they think that it would encourage  
8 them to go in and I think I can say in all honesty to  
9 you, sir, that in our experience we have not had any  
10 concern about the number who would go in, provided that  
11 they were given assurance that they could finish their  
12 training without interruption. Now, we have had some  
13 examples where allowances have occurred. A boy has had  
14 a year or six months to finish on his apprenticeship and  
15 he is out of work. This is a highly discouraging aspect  
16 of the whole problem.

17 PROFESSOR LOGAN: The picture that we  
18 usually have before us, when they have gone through that  
19 type of high school training, the tendency is to look  
20 to become a technician in Ryerson, rather than go into  
21 the trades.

22 DOCTOR TURNER: Many of them do, but  
23 more of them do not.

24 MR. J. C. HARRIS: Don't you think  
25 quite a number of them would comprise the group who tend  
26 to drop out at grade ten or eleven, rather than to get  
27 their junior matriculation?

28 PROFESSOR LOGAN: That is right. I think  
29 that you would find the people down at the P.I.T., on  
30 Nassau Street, are not, for the most part, four-year  
high school students; they are two-year high school  
students and quite a lot of them are eighth grade.

MR. J. C. HARRIS: Yes.

PROFESSOR LOGAN: But, at those levels





1  
2  
3  
4 they are taking up the road to apprenticeship.

5 MR. J. C. HARRIS: Yes. I wonder if I  
6 might quote a short paragraph here, again, an excerpt  
7 dealing with the Canadian Conference in Montreal. It  
8 seems to me to be pertinent:

9 "Apprenticeship can be the answer for thousands  
10 of frustrated young people who are dropping out  
11 of school, but in Canada public appreciation  
12 of the value of apprenticeship is still at a  
13 low level. The study points to the quality  
14 of and facilities for apprenticeship education  
15 in European countries, where these 'form the  
16 basis for their healthy economies'. Trade  
17 associations, unions and industrial employers  
18 could do much more to publicize apprenticeship  
19 in Canada, the study says".

20 We feel, I think, that with better  
21 guidance in first, second and third years of high school  
22 from the guidance and counselling officers and with  
23 proper facilities and more diversification, as it is going  
24 to come through the Robarts' Plan, you will find a  
25 chance to capture the interest of a lot of these young  
26 people who have tended to drop out and we are hoping  
27 that we will retain them, but we do not believe that they  
28 are all academic material.

29 PROFESSOR LOGAN: It may be a matter of  
30 bargaining to see how much reduction could be gotten from  
a four-year term of his apprenticeship as a result of  
having taken the right wing of the Robarts' Plan, rather  
than academic.





1  
2  
3  
4  
5 MR. J. C. HARRIS: That is correct.

6 PROFESSOR LOGAN: I think there would  
7 be quite a lot of repetition in that combination.

8 MR. J. C. HARRIS: As you say, it is a  
9 question of honest and sincere agreement between the  
10 people who operate the trades, or administer the trade  
11 standards, and the school system.

12 PROFESSOR LOGAN: I would think that  
13 the people at P.I.T., which has to do with the building  
14 apprentices, would probably be covering quite a bit of  
15 the same ground that they had received. Now, I have  
16 never been through this myself. I have never had anything  
17 to do with this technical side of it. It has been purely  
18 academic from my standpoint. There is a great difference  
19 between the trades. You are talking of electricians?

20 MR. J. C. HARRIS: Yes.

21 PROFESSOR LOGAN: I am surprised to hear  
22 you say that there is a great falling off as far as  
23 electricians are concerned?

24 MR. J. C. HARRIS: This is not the  
25 electrical trade in construction. The two people I was  
26 quoting were relating their thinking to apprenticeship  
27 in industry.

28 PROFESSOR LOGAN: That is right.

29 MR. J. C. HARRIS: Large industries.

30 PROFESSOR LOGAN: The Department of  
Labour's effort has been for the building industry.

MR. J. C. HARRIS: That is correct.

PROFESSOR LOGAN: So far as they are  
concerned, the electricians have not fallen off.





1  
2  
3  
4  
5 MR. J. C. HARRIS: That is correct.

6 PROFESSOR LOGAN: They have gone up.

7 MR. J. C. HARRIS: That is correct.

8 PROFESSOR LOGAN: I think there is, you  
9 might say, or there has been a discrimination there and  
10 neglect of the people who are not in the building industry;  
11 electricians probably have fallen off, to some degree,  
12 due to the fact that they haven't been given the same  
13 consideration.

14 MR. GISBORN: Might I ask: What age  
15 groups are you getting in your Programme 5 in Brantford?

16 MR. J. C. HARRIS: Quite a wide dis-  
17 crepancy. We have had applicants ---. Well, one man,  
18 I think, was around sixty. There was a rather interest-  
19 ing case, as a matter of fact. I believe at the same  
20 time that he applied for one of the shop courses, his  
21 wife, who was considerably younger than he was --- fifteen  
22 or eighteen years --- she was probably in her middle  
23 forties, and she was also applying for training under  
24 the commercial programme. We accepted her but we did not  
25 like to accept him if it meant excluding a younger person.  
26 When we talked to her, she explained that he was far from  
27 well and she realized that it was quite possible that  
28 within the next year or two or three she might have to  
29 assume responsibility for the financing of the family  
30 and, I am happy to say that she proved one of our most  
successful graduates. I think she was in the first or  
second course in commercial and she is now steadily  
employed. I saw her in the post office the other morning  
and she is doing a very acceptable job.





1  
2  
3  
4  
5 MR. GISBORN: How about the grade eight  
6 fellows?

7 MR. J. C. HARRIS: Here, I think Doctor  
8 Turner got it on a wise basis right at the outset. I  
9 think the terminology that was suggested by the Canadian  
10 Vocational Training Director was "grade eight or  
11 equivalent", and due to his influence, we interpreted the  
12 word "equivalent" fairly liberally and I think that we  
13 should, because we have had some youngsters or some  
14 people who as youngsters dropped out with only grade  
15 seven who convinced the Committee that they were not  
16 only interested, but capable of learning. We feel this  
17 is far more important --- sincerity of purpose and  
18 ability to profit by a training scheme. We feel that it  
19 is far more important than having an arbitrary academic  
20 standard to admit.

21 MR. GISBORN: How is the interest in  
22 this group in the service occupations?

23 MR. J. C. HARRIS: Perhaps it is unfair  
24 to say that there has not been interest. We have  
25 developed this course. We started with three: The  
26 commercial, machine operating and welding. And, I  
27 hazard a guess that, perhaps, we had the thinking here  
28 of a former director of Canadian Vocational Training in  
29 the Department here and I suspect, frankly, that in the  
30 first instance this was largely in terms of the fact that  
these facilities were immediately available and we would  
probably be more fortunate in securing capable instructors.  
Then we expanded and we have now three additional groups;  
one in Radio, T.V. and Electronics Servicing; one in





1  
2  
3  
4 Small Engines; and one in Commercial Art. Doctor  
5 Turner and I are thrilled with the latter one. It was  
6 an idea put forward by Mr. King, Chairman of our  
7 Employment Committee, who is also Chairman of the Schedule  
8 5 Committee. He knew something of the need for commer-  
9 cial artists and the fact that they were few and far  
10 between, and he knew that he could get a line on a chap  
11 that was probably going to be available, and they  
12 Finished in December. Doctor Turner was telling someone  
13 out in the hall today of a case of a young lad about  
14 eighteen who joined the course three weeks late and he  
15 had had no previous instruction on this line. He just  
16 seemed to have an inherent natural flair for it, and  
17 the instructor was so impressed with the quality of his  
18 work that he made special trips down to the College of  
19 Art and the lad was admitted to the second year of the  
20 Commercial Art class at the College of Art as a result  
21 of this five or six months' training.

22 DOCTOR TURNER: Although he did not  
23 have the qualifications for admission under their  
24 provisions, the quality of his work so impressed them  
25 that they took him and put him in the second year.

26 MR. J. C. HARRIS: This probably does  
27 not quite answer your question. I was simply listing  
28 the six courses that we have developed. We have dis-  
29 cussed some others and I think we should give some  
30 further attention to what you might call service trades.  
You have in Toronto here, I think, operated by one of  
the associations, a building maintenance course. Doctor  
Turner has often referred to this as a thing that we





1  
2  
3  
4  
5 should look into. There are other courses that we have  
6 considered, such as merchandising, and so on. But these  
7 six, I think, have proved very successful so far.

8 THE CHAIRMAN: Are there any other  
9 questions?

10 MR. R. J. HARRIS: This is a rather  
11 broad question. Mr. Harris interjected something about  
12 better national standards. I think we all agree that we  
13 have to have better national standards, but can you  
14 elaborate on that, on how that could be done?

15 MR. J. C. HARRIS: I do not know that  
16 I said "better". What I had in mind, if I said that,  
17 was more uniform standards, as a result of apprenticeship  
18 and other trade training so that a workman who has  
19 taken his training in Ontario can move to British  
20 Columbia and be acceptable. This is what I had in mind.

21 MR. R. J. HARRIS: I think we all agree  
22 with that.

23 THE CHAIRMAN: National certification?

24 MR. J. C. HARRIS: Yes.

25 PROFESSOR LOGAN: I notice at the bottom  
26 of page 1 you use the words "reactivation of properly  
27 balanced apprenticeship committees", as one of the  
28 possible courses "at both the provincial and municipal  
29 level in the hope of achieving a reasonable degree of  
30 unity...." The word "reactivation" suggests some kind  
of shock, perhaps; but, I think we ought to say, in  
relation to what the Department of Labour is doing, is  
probably limited considerably by what it is being paid.  
It is not the fault of the committees altogether.





1  
2  
3  
4 It is the so-called inspectors who go around and who do  
5 contact the students once or twice a year, and so on, to  
6 see how things are going. Now, that type of endeavour,  
7 down at the ground level, is very important.

8 MR. J. C. HARRIS: Yes.

9 PROFESSOR LOGAN: And the probabilities  
10 are that they could be doing a lot more if they had more  
11 of them, they could be doing a lot more if they had  
12 better paid men?

13 MR. J. C. HARRIS: Yes.

14 PROFESSOR LOGAN: I think those  
15 inspectors, if they go into the committees as well as  
16 talk to the apprentice boys themselves, perhaps they have  
17 quite a bit to do with steering newcomers into the  
18 apprenticeships and there is a possibility there of doing  
19 a great work, it seems to me. In the matter of  
20 selection, there is probably quite a bit in the hands of  
21 the people who meet the public, in the first instance.

22 MR. J. C. HARRIS: Yes.

23 PROFESSOR LOGAN: The word "inspector"  
24 is not a good term. They are representatives of the  
25 Department and they are doing the promotional work, such  
26 as meeting to see how the boys are getting along. Right  
27 down there at the bottom there is a possibility of making  
28 or unmaking the whole thing.

29 MR. J. C. HARRIS: Yes.

30 PROFESSOR LOGAN: So, reactivating  
committees, I think, ought to be thought of somewhat in  
terms of jacking it up with more financial backing and  
more members.





1  
2  
3  
4 MR. J. C. HARRIS: I did not sit on the  
5 apprenticeship committee, what we call our special  
6 services office committee from the National Employment  
7 Office, but I am under the impression, from the reports  
8 that they gave me, that there is developing an increasing  
9 liaison between the technical directors at the three  
10 secondary schools, at the vocational departments and our  
11 own office, in the hope of doing what you suggest, in  
12 approaching suitable candidates for apprenticeship  
13 training.

14 THE CHAIRMAN: Has there been any co-  
15 operation between your department and the Ontario  
16 Department of Labour until now?

17 MR. J. C. HARRIS: In direct relation-  
18 ship to apprenticeship or training as a whole?

19 THE CHAIRMAN: Training or apprenticeship?

20 MR. J. C. HARRIS: There is co-  
21 operation. Our special services officer is certainly  
22 supposed to counsel young people who come and whom he  
23 thinks are suitable candidates for apprenticeship. Then  
24 he would bring their cases or their names to the local  
25 apprenticeship committee on which he sits. I do not know  
26 just how far this co-operation actually goes at the  
27 higher level, than the local level, frankly, sir.

28 DOCTOR TURNER: I have one thing that  
29 has been on my mind for some time, if I may say so.

30 THE CHAIRMAN: You may.

DOCTOR TURNER: I think that this  
Committee of yours would, in my opinion, embrace what  
might be generally called "Adult Education". You will





1 notice the reference to this in the last paragraph.

2  
3  
4 I think they should assume responsibility and I think the  
5 time has come in the development of our Province when  
6 there is a sharp focus on Adult Education in all its  
7 forms and this area in which you are interested --- I  
8 think there is a need for a well planned and well  
9 directed programme of adult education and it is abundantly  
10 apparent from our experience in training unemployed  
11 people.

12  
13 I should not like you to think that I  
14 feel that the Department of Education has not given good  
15 leadership in the field of adult education, because I  
16 believe that it has; but, I think that it is because of  
17 the responsibilities that the Department of Education  
18 has for the public and secondary schools and other  
19 institutions, that in centres such as ours, any programme  
20 of adult education is going to be a poor cousin to the  
21 regularly constituted programmes of education, because  
22 it is superimposed on those programmes and it is expected  
23 that the principals and teachers of the schools will get  
24 out and organize this and, in consequence, the best  
25 thought of education could not be given to it. Then,  
26 I feel too that there are too many people involved in  
27 a programme of adult education in many centres, all of  
28 whom are dedicated and interested people, but there  
29 should be some overall direction by the Province for this  
30 programme. In our centre --- and I am sure this is  
typical --- our own Board of Education has offered, and  
will continue to, offer good programmes of night-school  
classes, if you like. We also find the Y.M.C.A.





1  
2  
3  
4 offering this and the Arts Council offering them, and  
5 other organizations offering them. I think this is  
6 expensive and probably would lead to some overlapping.  
7 I would like to see some thought given to adult education,  
8 in all its manifestations, in this province, given  
9 careful consideration. And I can see that academic  
10 training for people who feel that they threw away their  
11 chance at one time to get it --- I shouldn't use that  
12 expression, threw it away --- you don't realize the  
13 importance of it at the time. But, in my opinion, it  
14 is sort of a second chance to get it. I feel, too, that  
15 with the great stimulus that has been given to school  
16 building in this Province, through the Federal-  
17 Provincial agreement, that is going to provide facilities  
18 that should be used as extensively as possible. I have  
19 said to our Board that I think that we are failing in  
20 our programme of education if we haven't got more people  
21 going to school at night than we have in the day time  
22 and I think that until we reach that highly desirable  
23 objective, we are not fulfilling our responsibility as  
24 educators.

25  
26 One problem is the teacher. To get  
27 satisfactory teachers for night school programmes is  
28 becoming increasingly difficult and will continue to be  
29 so until we have a surplus of qualified teachers. But,  
30 the point is that I think this whole field of adult  
education needs looking at and I think that the Department  
of Education is overloaded now in the responsibilities  
that it has and that it is pretty well impossible for  
the officials of the Department to give the attention to





1  
2  
3  
4  
5 and the direction for a programme of adult education that  
6 should be implemented in this province.

7 THE CHAIRMAN: Don't you feel that if  
8 the Provincial Government were going to take on this  
9 task, don't you feel that that should come under the  
10 Department of Education?

11 DOCTOR TURNER: Sir, why wouldn't it?

12 THE CHAIRMAN: For adult education.  
13 We are not talking about apprenticeship?

14 DOCTOR TURNER: No. I haven't really  
15 thought of the mechanics of organization. First of all,  
16 it would certainly come under the Department of Education;  
17 I think probably under the Secondary Branch of the  
18 Department.

19 THE CHAIRMAN: Or, set up another branch?

20 DOCTOR TURNER: Or set up another branch.  
21 I think there are men in the Department who are certainly  
22 more knowledgeable in this field than I, who could give  
23 direction regarding the mechanics of it. But, we offer  
24 our programme of adult education in Brantford and I think  
25 it has been satisfactory. I think a great many people  
26 have derived a great deal of benefit from it. But, I  
27 think the crux of my argument is that there are so many  
28 manifestations of the need for adult education these days  
29 that a look has to be taken at everything and it could  
30 be tied in together. You can't isolate one programme  
from another. For instance, we find that a lad coming  
in for training in machine shop needs some academic  
training and mathematics if he is going to do his job.  
Those are things that need to be looked at long and





carefully.

THE CHAIRMAN: Do you feel now that to institute a programme such as this it would be an expensive programme? You would have to work with industry, you believe?

DOCTOR TURNER: Yes. I have no fear. I did not get quite that far. I said that the larger communities could probably appoint a director of adult education --- someone who can co-ordinate all the activities for adult education in that particular municipality and this might lead to a liaison between different municipalities so that they, rather than offer a course to a limited number of students, might pool their resources and say: We will take yours into our area and we will send some to you. I think that by doing that that might reduce the expense connected with it. But, the thing is that in my position I see so many people walking around who have no saleable skill, insufficient background and academic education, who have just come to the point in life where they realize that they need it and they are capable of getting it and they should get it. How we give it to them is the question.

MR. J. C. HARRIS: Then, Mr. Chairman, could I ask Doctor Turner whether, in his opinion, such a co-ordinator could co-ordinate not only the adult education programme but also a programme for training the unemployed?

DOCTOR TURNER: Yes. I would include every programme that falls within the general classification of adult education.





ANGUS, STONEHOUSE & CO. LTD.  
TORONTO, ONTARIO

699

1  
2  
3  
4 THE CHAIRMAN: Any further questions?

5 Mr. Harris, and Doctor Turner, I want  
6 to thank you for coming here this afternoon and present-  
7 ing your brief.  
8

9 --- Hearing adjourned.  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30



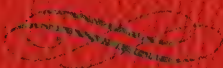
# SELECT COMMITTEE ON MANPOWER TRAINING

REARL1023  
R323 AT  
TORONTO

VOLUME  
7

DATE  
SEP. 17, 1962

J. R. Stevenson, O.B.E.  
Chairman



OFFICIAL REPORTS  
ANDERSON, BOWENHOUSE & CO., LTD.  
BOARD OF TRADE BLDG.  
111 ADELAIDE ST. W.  
TORONTO

364-5895

364-7383





SELECT COMMITTEE ON MANPOWER TRAINING

Hearings held before the Select  
Committee on Manpower Training, at  
the Parliament Buildings, Toronto,  
Ontario, commencing at ten-thirty  
a.m., on September 27th, 1962.

PRESENT:

MR. J. R. SIMONETT	CHAIRMAN
MR. J. H. WHITE	MEMBER
MR. J. CHAPPLE	MEMBER
MR. R. BRUNELLE	MEMBER
MR. J. BOYER	MEMBER
MR. A. E. THOMPSON	MEMBER
MR. R. J. HARRIS	MEMBER
MR. R. GISBORN	MEMBER
MR. E. P. MORNINGSTAR	MEMBER
MR. A. CARRUTHERS	MEMBER
MR. J. MORIN	MEMBER
MR. T. EBERLEE	SECRETARY
DR. J. CRISPO	DIRECTOR OF RESEARCH
PROFESSOR LOGAN	





--- Upon commencing at 10.30 a.m.

SUBMISSION

BY

MR. KEN HAWKINS,

REHABILITATION BRANCH, DEPARTMENT OF HEALTH

THE CHAIRMAN: Gentlemen, we have Mr. Hawkins of the Department of Health with us this morning. He has not a brief but he is going to talk to the Committee and we will let him take over right now.

MR. EBERLEE: May I make a comment on why I called him up? Mr. Hawkins, Mr. Chairman, is with the Rehabilitation Branch. There is some concern that if you certify a trade, and in certifying that trade you settle on certain minimum educational requirements for entry into the trade, you are going to then cut out admission to a few of these trades to people who are handicapped, in one way or another, and I felt that maybe this problem should be brought to the Committee's attention at this time, in view of the fact that some unions have been presenting briefs in which they asked for a very high educational qualification for entry.

MR. HAWKINS: Thank you, Mr. Eberlee.

Mr. Chairman, gentlemen, I appreciate this opportunity of coming before you this morning. Although our experiences have been, perhaps, somewhat limited, because our programme has only been in operation about a year and a half, we have made certain observations, particularly in this area of training where it concerns





1  
2  
3  
4 the mentally ill and, to a limited degree, some of the  
5 retarded with whom we have been experimenting.

6 Our programme is not established to  
7 deal directly with this area of rehabilitation, as yet.  
8 I feel it perhaps is a separate problem and would require  
9 a separate programme in the long run.

10 However, we have been, let us say,  
11 experimenting with a number of the retarded, and as I  
12 said previously, in the field of training and I am talk-  
13 ing now, when we talk about retarded, of those with an  
14 I.Q. of fifty to seventy. This is a group who cannot  
15 be included under the Apprenticeship Act for trade  
16 training simply because most of them have less than a  
17 grade eight or grade ten standard and have not the  
18 intelligence to further themselves, say, through C.B.T.  
19 courses or upgrading of any kind.

20 They have a tremendous practical ability  
21 and can adapt themselves to almost any number of trades.  
22 We have proven this in a number of cases. This applies  
23 also to a certain group of mentally ill people, who,  
24 unfortunately, cannot further their education on account  
25 of the intelligence rating but who can apply themselves  
26 in a more practical way to trades.

27 Now, we know that the Apprenticeship  
28 Act asks for grade eight in cases where a person has  
29 secured their own employment. We know that the minimum  
30 standard is grade ten. What we are suggesting is that,  
perhaps, the Act may become flexible in some ways where  
we can include these people on an instructional level,  
on a more practical basis.





1  
2  
3  
4  
5 In most of our trade schools this would  
6 require a very thorough screening, obviously, and close  
7 supervision, and I suppose there are other points to be  
8 considered. For instance, employers, but I think in all  
9 fairness that the great number of mentally ill who come  
10 into this category, and certainly when we get into the  
11 field of retardees we are going to have a tremendous  
12 problem facing us with this type of individual who can  
13 work very well under practical instruction but obviously  
14 cannot accept the theory, and this is our problem at the  
15 present time.

16 MR. BOYER: When you speak of an amend-  
17 ment to the Act, do you think it should be in the form  
18 of a Commission, a recommendation from, say, a Department  
19 of Health?

20 MR. HAWKINS: I would think so, Mr. Boyer.  
21 I think there would need to be a thorough study of this  
22 whole situation.

23 MR. HARRIS: In your closing sentence  
24 you said they cannot accept what?

25 MR. HAWKINS: The theory part of the  
26 course.

27 DOCTOR CRISPO: I think what you are  
28 really suggesting, on the one side, is some sort of an  
29 equivalency test. In other words, something other than  
30 the separate academic qualifications?

MR. HAWKINS: Exactly.

DOCTOR CRISPO: Now, I wonder if this  
might also be taken care of, in part, if the Committee  
thought in terms of compulsory certification, thought in





1  
2  
3  
4 terms of certifying grades of carpenters and grades of  
5 electricians? We had some people from the O.F.L.  
6 who told us that only twenty per cent, thirty per cent of  
7 the carpenters in this Province are anywhere near being  
8 qualified for journeymen. The rest are what the trade  
9 call wood butchers, so rather than certify all carpenters  
10 at one level, it might well be that the people you are  
11 talking about could qualify for the lower level carpenter.

12 MR. HAWKINS: That is true.

13 DOCTOR CRISPO: If they decide to  
14 recommend something like that.

15 MR. HAWKINS: Just as an instance of this,  
16 we have a young lad that we put into a barbering school.  
17 All the formalities had not been adhered to, as far as  
18 the Apprenticeship Act was concerned. Of course, it was  
19 not our responsibility at that time but he was on course  
20 literally for five months and progressing very well and  
21 then, of course, they found out that he only had grade  
22 five education.

23 At the performance level this young lad  
24 could hold his own with the other lads who had been  
25 brought in on the grade ten level, which are the minimum  
26 qualifications, so we have proven that this can be done,  
27 through a fluke your Apprenticeship Branch did not hear  
28 about, and then they clamped down.

29 We are not trying to lower the standards  
30 of the Apprenticeship Act. I do not mean that. We would  
31 like some allowance for this group of people.

32 MR. MORNINGSTAR: Certainly you have got  
33 to assess the individuals.





1  
2  
3  
4  
5 MR. HAWKINS: That is it, sir. That is  
6 why I say there would have to be a thorough screening  
7 committee to go over this type of application. Have to  
8 do tests to determine whether he will be eligible. We  
9 would like to have different or separate standards  
10 established for this group. That is all I am talking  
11 about.

12 DOCTOR CRISPO: The same sort of con-  
13 sideration would affect the people in Workmen's Compen-  
14 sation. Have you had any conversations with them?

15 MR. HAWKINS: No.

16 DOCTOR CRISPO: I wonder if they would  
17 run into the same picture?

18 MR. HAWKINS: I imagine they would.

19 MR. MORNINGSTAR: I just wondered what  
20 you thought about age limit, and at what point are you  
21 going to draw a line on your age limits?

22 MR. HAWKINS: The age limit is sixteen  
23 to twenty-one now, Mr. Morningstar.

24 MR. MORNINGSTAR: That is what I under-  
25 stood.

26 MR. HAWKINS: I think with the groups,  
27 such as we are talking about now, it could very well be  
28 extended.

29 MR. MORNINGSTAR: I was thinking about  
30 age for any group; not only in your group, but for all  
groups.

MR. HAWKINS: I think from sixteen to  
thirty-five, sir.

MR. MORNINGSTAR: Thirty-five at least?

Why I say there would have to be a thorough survey of  
communities to go over this type of application. Have to  
do tests to determine whether he will be capable of  
leading him to have different or separate standards  
established for this group. That is all I am saying.

MR. HAWKINS: I am sure that the  
situation would affect the people in the same way.  
Have you had any conversations with them?

MR. HAWKINS: I am sure that the  
situation would affect the people in the same way.

MR. HAWKINS: I am sure that the  
situation would affect the people in the same way.  
Have you had any conversations with them?

MR. HAWKINS: I am sure that the  
situation would affect the people in the same way.

MR. HAWKINS: I am sure that the  
situation would affect the people in the same way.

MR. HAWKINS: I am sure that the  
situation would affect the people in the same way.

MR. HAWKINS: I am sure that the  
situation would affect the people in the same way.

3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30



1  
2  
3  
4 MR. HAWKINS: I would think so.

5 MR. MORNINGSTAR: We have had recommen-  
6 dations of various ages. I thought it was perhaps worth  
7 while to get this point on the record.

8 MR. HARRIS: Mr. Chairman, just before  
9 we leave this, have you any further recommendations as  
10 to how you would possibly handle this?

11 MR. HAWKINS: Well, it might be the  
12 situation where you would have to set up perhaps a  
13 separate type of trade school, I do not know, within the  
14 framework of trade schools.

15 Now, whether they could handle this  
16 particular problem, I do not know. It might be that there  
17 would have to be a separate establishment set up for these  
18 people.

19 THE CHAIRMAN: Do you have any training  
20 in your institutions?

21 MR. HAWKINS: We have a certain amount  
22 of training. We call it industrial therapy in the mental  
23 hospitals but we are not equipped to handle it in the  
24 proper manner.

25 THE CHAIRMAN: In your schools, such as  
26 Smith Falls, what do you do there? Do you have classrooms?

27 MR. HAWKINS: We have certain classroom  
28 instruction, and certain industrial therapy. More on a  
29 recreational basis than anything else. Diversion therapy.

30 MR. GISBORN: I would think it would not  
be the hardest problem to find the facilities and the  
method of giving them practical training, but the problem  
would arise in placement and a specialized placement



MR. WATKINS: I would like to

MR. WATKINS: I would like to

of various kinds. I thought it was necessary to  
write to get this point on the record.

MR. WATKINS: Mr. Chairman, I am

we leave this, have you any further recommendations as  
to how you would possibly handle this?

MR. WATKINS: Well, it might be to

situation in which you would have to set it up as a

part of a type of trade school, or not know, I don't  
know, or trade school.

Now, what you have in mind is to

education, especially in the field of the  
would have to be a separate institution, not a part of  
the school.

MR. WATKINS: Do you want to handle

in your institution?

MR. WATKINS: I have a way to do it

of training, we call it industrial training, and we have  
helpful, but we are not equipped to handle it in the

MR. WATKINS: In your institution, what

being in the field of the school, we have a school of  
MR. WATKINS: I am not sure, I am not sure

instruction, and certain industrial training, I am not

recreational basis than anything else, I am not sure

MR. WATKINS: I would like to know

to the hardest problem to find the facilities and the

need of giving them practical training, but the problem

would arise in placement and a specialized placement



1  
2  
3  
4  
5 where they would have continued supervision. This would  
6 be the big problem. After people learn to do certain  
7 things, that the placement would be the problem.

8 MR. HAWKINS: I think, sir, talking about  
9 the retardees in this intelligence group of fifty to  
10 seventy they can be worked back into the community with  
11 little, if any, supervision.

12 I did not make reference to the twenty-  
13 five to fifty I.Q. group. This group can function too  
14 in a sheltered environment. The people who move out of  
15 this environment are the fifty to seventy group who go  
16 back into a community, and are going back into the  
17 community.

18 MR. EBERLEE: What proportion of the  
19 population might be in the fifty to seventy group?

20 MR. HAWKINS: I could not tell you, Mr.  
21 Eberlee. I do not know.

22 MR. EBERLEE: These people are a factor  
23 that should definitely be taken into consideration?

24 MR. HAWKINS: Yes. If we do not do  
25 something about it now, we are going to have a real  
26 problem in a short time.

27 DOCTOR CRISPO: How many of these people  
28 are really qualified to take up any of these skilled  
29 trades and become competent in it? Would it not more  
30 likely be they would take up the semi-skilled occupations  
which you have, such as service station attendants?

MR. HAWKINS: Yes. That could be.  
Twenty per cent would go into this group that you are  
talking about. Perhaps more than that.

where they would have continued administration, I think  
to the big problem. After making some of the  
things, that the placement would be the problem  
MR. HAWKINS: I think that, taking into  
the treatment in this intelligence group, I think  
something that can be worked into the program with

I did not make reference to the fact that  
five to fifty I.Q. group. This group can be placed  
in a sheltered environment. The people who come out of  
this environment and the ability to work in the  
back into a community, and are going to be able to  
community.

MR. HAWKINS: That group is the  
community will be in the fact to be able to  
MR. HAWKINS: I think that is the  
Believe, I do not know.

MR. HAWKINS: These people are  
that should be able to be able to be able to  
MR. HAWKINS: I think that is not  
something about it now, we are going to be able to  
remain in a sheltered

MR. HAWKINS: I think that is the  
are really going to be able to be able to  
trials and a case statement in 1972. I think that is  
I think they would have to be able to be able to  
which you have, such as very low status in the  
MR. HAWKINS: Yes, that would be

Twenty percent would go into this group that you are  
talking about. Perhaps more than that.



1  
2  
3  
4  
5 MR. EBERLEE: Certainly there are a few  
6 trades, the electrical trade, for instance, that would be  
7 away beyond them.

8 MR. HAWKINS: Yes. I would imagine it  
9 would be.

10 DOCTOR CRISPO: More like the trowel  
11 trades, such as masonry?

12 MR. HAWKINS: Right.

13 MR. THOMPSON: I was interested in  
14 Manitoba with girls who had low I.Q.'s. They had the  
15 responsibility of trying to place them as domestics.  
16 They keep them in Winnipeg. They have a shelter for them.  
17 They seem to feel more at home under supervision in the  
18 City, and then they go out for a day, work with employers  
19 who have some understanding of them.

20 I do not know what the proportion is of  
21 these girls who were doing this. Apparently it is making  
22 them have a sort of sense of use. Has this been done  
23 here at all?

24 MR. HAWKINS: We have a school here that  
25 is called Lorimer Lodge which has been going for a long  
26 time. It is under the Department of Health. It is for  
27 this type of girl you are talking about.

28 I do not know how many students they have  
29 at one time, but they do train them as domestics. They  
30 gradually work them back out into the community and there  
are really many types of openings for these girls, or  
group of girls. We do not have any trouble there.

MR. THOMPSON: Do you see anything like  
this with these service trades?





1  
2  
3  
4  
5 MR. HAWKINS: This is what we were talk-  
6 ing about. It may not have to be an establishment  
7 similar to this, but it would have to have a Government  
8 approved recognition. This is the big thing, you see.

9 MR. MORNINGSTAR: This gentleman is  
10 with the Department of Health?

11 THE CHAIRMAN: Yes.

12 MR. HAWKINS: We are responsible for  
13 the T.B., mentally ill. Our area of responsibility is  
14 to the Ontario Hospital and to the Mental Health Clinics.

15 MR. THOMPSON: I was wondering, in  
16 connection with, as I understand them, this group of  
17 people with low I.Q.'s, they need to have some type of  
18 protection and you know, when they are going to go out to  
19 an employer, there has to be some understanding by that  
20 employer. In other words, special placements?

21 MR. HAWKINS: Quite true.

22 MR. THOMPSON: Again I am referring to  
23 this Manitoba situation where they had skilled people who  
24 worked with these girls. They saw their frustrations and  
25 then put a great deal of selection in connection with  
26 the employer. Is this done here?

27 MR. HAWKINS: It is, yes, through our  
28 programme. We have a thorough job selection. Certainly  
29 follow up is the most important phase of any rehabilita-  
30 tion programme. This is done through our branch for the  
T.B. and mentally ill.

MR. THOMPSON: How many men have been  
placed?

MR. HAWKINS: By our branch?

17. HAWKING: This is what we were talking about.

18. It may not have to be an establishment similar to this, but it would have to have a Government approved organization. This is one of the things we saw.

19. HAWKING: This organization is with the Department of Health.

20. THE CHAIRMAN: Yes.

21. HAWKING: We are not dealing with the T.B., mentally ill. Our area of responsibility is to the Infectious Hospital and to the Mental Health Clinics.

22. HAWKING: I was talking in connection with, as I understand it, the group of people with low I.Q.'s, they need to have some type of protection and you know, when they are going to go out in an assembly, there has to be some supervision. Is that right? In other words, special attention?

23. HAWKING: Again I am referring to this problem about a group who had child problems and lived with some girls. They are both Transsexuals and then get a great deal of sales in connection with the employer. Is this correct?

24. HAWKING: It is, yes, through our program. We have a research for selection. The follow up is the most important phase of any rehabilitation program. This is done through our branch for the T.B. and mentally ill.

25. HAWKING: How many men have been

26. HAWKING: By our branch?



1  
2  
3  
4  
5 MR. THOMPSON: Yes?

6 MR. HAWKINS: We are running about a  
7 hundred to a hundred and twenty a month.

8 THE CHAIRMAN: What per cent of those  
9 are people leaving an institution, going out and taking  
10 employment?

11 MR. HAWKINS: Sixty-five per cent.

12 MR. THOMPSON: Are these mentally and  
13 emotionally disturbed people?

14 MR. HAWKINS: Various mental ills,  
15 schizophrenia, manic-depressives.

16 MR. THOMPSON: What about the low men-  
17 tality group?

18 MR. HAWKINS: We are working with people  
19 in the I.Q. area of fifty to seventy. Twenty-five to  
20 fifty, of course, we are doing something for them too.  
21 That has to be worked out in a sheltered environment.  
22 Sheltered work shop idea or half-way house situation.

23 MR. THOMPSON: Just to pinpoint that,  
24 with the low I.Q. group what sheltered work shop have you  
25 got? How many places employ these people, not in  
26 institutions, but out in the community?

27 MR. HAWKINS: This is a situation here  
28 where we do not have a sheltered work shop per se. We  
29 have created this particular environment with employers  
30 and we have very close supervision here.

MR. THOMPSON: How many people have you  
got working with employers in the low I.Q. group?

MR. HAWKINS: I would say fifty or  
sixty. The Ontario Association for Retarded Children,



... hundred to a hundred and twenty ...

... and people leaving an impression ...

... and ...

... THE ...

... in the ...

... with the ...

... and we have ...

... got working with ...



1  
2  
3  
4 for instance, have a place over here around Beverley  
5 Street. They have forty or fifty people in there in  
6 this I.Q. area of twenty-five to fifty where they are  
7 working on products from employers paying them so much  
8 an hour and this is a sheltered environment.

9 This group you are talking about who are  
10 fifty to seventy I.Q. group can move back out into the  
11 community with little or no supervision.

12 MR. MORNINGSTAR: Do the schools for  
13 retarded children come under your jurisdiction?

14 MR. HAWKINS: No, they do not, sir.

15 MR. MORNINGSTAR: I really did not  
16 realize our Department of Health was doing this kind of  
17 work. It is very interesting.

18 THE CHAIRMAN: It is a great Government.

19 MR. THOMPSON: I did not realize they  
20 were in this business.

21 MR. GISBORN: I thought you were thinking  
22 they were not doing enough; should tie in this  
23 very extensive programme with the rehabilitation educa-  
24 tion.

25 MR. HAWKINS: There is no point in  
26 preparing these people, or building a programme if you are  
27 not going to have people accepted at the community level.  
28 So these two are tied in.

29 When we move into a community, we  
30 realize certain benefits from most types of protection,  
but we feel that in order to organize, in order to get  
the support of the community, you have to get right down  
to the grass roots, which is what we are doing.





We establish rehabilitation council educational programmes and work with the people in that community to where this individual is going back.

MR. MORNINGSTAR: Where do you get your customers from? You say the mental hospitals?

MR. HAWKINS: Yes.

MR. MORNINGSTAR: Like in Hamilton?

MR. HAWKINS: Right. We service twenty hospitals.

MR. MORNINGSTAR: In Ontario?

MR. HAWKINS: Across Ontario, yes.

THE CHAIRMAN: Not all in Hamilton.

MR. HAWKINS: We have got a big one in Hamilton. We have eight district offices throughout the Province with resident officers in each of these areas.

MR. MORNINGSTAR: You have eight what?

MR. HAWKINS: District offices.

MR. MORNINGSTAR: Where is your closest one to Welland?

MR. HAWKINS: In Hamilton. We will have a sub office down that way next year. In St. Catharines.

MR. THOMPSON: I have a situation, Mr. Chairman, I am sorry to bring it down to just a particular case, but I have a mother in my riding. Her son is mentally slow. He has an I.Q. of about sixty-five or something. He went through the Provincial Trade School for low I.Q. boys. I realize we should not sort of associate with this, but employers will not give him a job.

There may be personality factors, but



to establish rehabilitation centers  
educational programs and work with the people in the  
community to where this individual is going back.

MR. MONMOUTH: Where do you get your

customers from? You saw the mental hospitals?

MR. HAMILTON: Yes.

MR. MONMOUTH: Like in Hamilton?

MR. HAMILTON: Various Districts.

THE CHAIRMAN: Not all in Hamilton?

MR. HAMILTON: I have not a lot of

Hamilton. We have eight district offices throughout the

province with resident officers in each of these areas.

MR. MONMOUTH: How many of these?

MR. HAMILTON: District offices.

MR. MONMOUTH: Where is your district

one in Hamilton?

MR. HAMILTON: In Hamilton. We will have

a sub office down that way next year. In St. Catharines.

MR. MONMOUTH: I have a question, Mr.

Chairman, I am sorry to bring it up but just a question

case, but I have a notion in my mind. Has not a

mentally slow. He has an I.Q. of about sixty-five or

something. He went through the Provincial Trade School

for low I.Q. boys. I realize we should not get of

associate with this, but employers will not give him a

job.

There may be some other things, but



1  
2  
3  
4  
5 once they hear he has got this low I.Q., it is unfortun-  
6 ate, they will not hire him. He cannot pass an examin-  
7 ation to get in to any Provincial Department.

8 Now, do you feel the Provincial Govern-  
9 ment in the Civil Service area should take a responsibility  
10 by accepting cases so that they can give an example to  
11 others?

12 MR. HAWKINS: We have had a battle.  
13 I have been in this business since 1950. When we first  
14 started out, we started out with the T.B., and I said,  
15 well, how can we honestly go to industry, outside of  
16 Government, and ask them to accept those that we have  
17 rehabilitated if we are not, in Government, willing to  
18 accept them ourselves.

19 I can tell you, sir, there are a number  
20 of Departments who are co-operating with us and have  
21 accepted quite a number of those in Government that we  
22 have rehabilitated.

23 MR. THOMPSON: There are Departments  
24 who have accepted them?

25 MR. HAWKINS: Yes, but they have their  
26 own standards. We have to be fair here too.

27 THE CHAIRMAN: They can only use so many.  
28 After all, Government is the same as industry.

29 MR. HAWKINS: They have to fit into the  
30 slot of their capabilities, certainly.

THE CHAIRMAN: If you are going to give  
them a pension, might as well do it with the machinery  
you have.

MR. MORNINGSTAR: What type of pension





1  
2  
3  
4 do you mean?

5  
6 THE CHAIRMAN: The question was, why not  
7 put them in Government. If you have to subsidize them  
8 by giving them a pension, you might better give them a  
9 pension than put them in a spot that is going to mean a  
10 different machine. I do not care whether it is government  
11 or not, there are certain slots where these people can  
12 go, and that is it.

13 MR. THOMPSON: I think Mr. Eberlee raised  
14 the question, what I think is a very serious problem, of  
15 increasing proportion, speaking of the mentally ill.  
16 Another problem that is very serious is the people with  
17 low I.Q.'s. Where do you place them? As the Chairman  
18 said, only a certain number can be placed.

19 MR. HAWKINS: I think, as far as the  
20 Apprenticeship Act is concerned, you have to provide them  
21 with the type of trade that can be accepted by industry.  
22 This is the big thing.

23 DOCTOR CRISPO: I am a little concerned  
24 with one thing. Earlier I mentioned semi-skilled trades,  
25 service station attendants, and some of the service  
26 categories and you said about twenty per cent of these  
27 people, or perhaps more --- I would think, if anything,  
28 it would be less than twenty per cent that would have  
29 much hope of getting into the skilled trades and possibly  
30 the majority would be in the semi-skilled occupations.

MR. HAWKINS: I think I said, of course,  
that about twenty per cent could be worked into the  
semi-skilled trades.

DOCTOR CRISPO: Does this mean eighty



do you mean?

but then in "Government". If you have no objection then  
by giving them a pension, you might not give them a  
pension than put them in a spot that is going to mean a  
different matter. I am not sure whether it is necessary  
or not, there are certain things which these people may  
get, and that is it.

MR. THOMPSON: I think Mr. Barber raised  
the question, what I think is a very serious question,  
increasing proportion, so that the majority of  
another problem that is very serious in the world.  
For I.G.'s. There are very serious things in the world.  
said, and a certain number of things already.

MR. BARBER: I think, as far as  
the question is not in question, you have a problem  
with the type of funds that can be raised, which is the  
this is the big thing.

MR. BARBER: I am a little bit  
with one thing, Barber I mentioned semi-skilled workers.  
serious situation attendance, and some of the serious  
categories and you said about twenty per cent of these  
people, or perhaps more -- I would think, if anything,  
it would be less than twenty per cent that would have  
more hope of getting into the skilled trades and eventually  
the majority would be in the semi-skilled occupations.

MR. BARBER: I think I said, of course,  
that about twenty per cent could be worked into the



per cent are potentially skilled tradesmen, in your view?

MR. HAWKINS: No.

DOCTOR CRISPO: That is what I thought.  
What would be the breakdown? Could you give us even an approximation?

MR. HAWKINS: I think about thirty/ twenty, in relation to fifty. I do not think you can do anything with those who have to go into a sheltered environment. When you look at the numbers that we are working with, this represents a great deal.

MR. HARRIS: This is the I.Q. group that are roughly above sixty or seventy?

MR. HAWKINS: Fifty to seventy.

MR. THOMPSON: Could you give us that figure that is for the Province?

MR. HAWKINS: I could not tell you that. I really do not know. As I said earlier, we have just come into this field on a more experimental basis where the retardees are concerned, and the observations that I am making this morning is from a small group, of course, but I can see this is going to affect the overall picture.

DOCTOR CRISPO: These are the people that would be potentially caught up in your occupational programme under the Robarts' Plan?

MR. HAWKINS: Yes.

THE CHAIRMAN: Some of them would not get that far?

MR. HAWKINS: No. These are your higher I.Q. people.

THE CHAIRMAN: When you get into your





1  
2  
3  
4 lower I.Q. group, how do you figure? About even?

5 MR. HAWKINS: I would think about even.

6 MR. THOMPSON: Do we have any idea of  
7 how many people in your sixty to seventy I.Q. group are  
8 across Ontario?

9 MR. HAWKINS: No, I do not have, sir.  
10 I think, as Mr. Boyer has said earlier, there would have  
11 to be perhaps a commission or committee set up to study  
12 this particular problem and come back with recommendations.

13 THE CHAIRMAN: There are a lot who have  
14 been sheltered at home. I can think of two cases right  
15 in my riding.

16 MR. MORNINGSTAR: I suppose you work  
17 in conjunction with the rehabilitation school of the  
18 Workmen's Compensation Board?

19 MR. HAWKINS: No. We have no occasion  
20 to work with them. We work with the Rehabilitation  
21 Service Branch, Ontario Public Welfare Department who are  
22 responsible for administering the vocational training  
23 in Ottawa.

24 MR. MORNINGSTAR: With the Department of  
25 Welfare, you say?

26 MR. HAWKINS: In this area of training,  
27 Mr. Morningstar.

28 MR. MORNINGSTAR: Of course, there is a  
29 certain income coming in. I do not suppose they would  
30 qualify, would they?

MR. HAWKINS: No.

MR. MORNINGSTAR: Some people qualify  
for welfare or for some pension.



lower 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100.

MR. HAWKINS: I would like about 100.

MR. HAWKINS: We have any idea of

how many people in your office to give us 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100.

MR. HAWKINS:

MR. HAWKINS: We have any idea of

I think, as the power has been shifted, there would have

to be various a commission or committee set up to study

this particular problem and come back with recommendations

THE CHAIRMAN: We are not sure

been shelved at some point. I am not sure if it is

in my mind.

MR. HAWKINS: We have any idea of

in connection with the 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100.

Mr. Hawkins' Commission Report

MR. HAWKINS: We have any idea of

to work with them, to get at the root of the

to work with them, to get at the root of the

to work with them, to get at the root of the

in Ottawa.

MR. HAWKINS: We have any idea of

Mr. Hawkins, you said

MR. HAWKINS: We have any idea of

Mr. Hawkins:

MR. HAWKINS: We have any idea of

certain factors coming in. I do not know how much

quality, would it not?

MR. HAWKINS: We have any idea of

MR. HAWKINS: We have any idea of

for which we are responsible.



1  
2  
3  
4  
5 MR. HAWKINS: I think they are taking  
6 numbers off the disabled persons' allowance list now and  
7 trying to rehabilitate them. Bring them back in. I  
8 think this is good.

9 MR. MORNINGSTAR: A lot better than  
10 receiving a pension.

11 MR. HAWKINS: Yes. The individual has  
12 the dignity, the fact that these people have abilities  
13 that we can use. There are jobs for them.

14 We are taking steps now in industry on  
15 job selection to determine the types of operation necessary,  
16 and then we are trying to work out some sort of a skilled  
17 manual.

18 MR. GISBORN: Does this include the two  
19 types of illness, the retardees and the emotionally  
20 disturbed?

21 MR. HAWKINS: Right, and the T.B., of  
22 course. The tuberculus people are not as great a  
23 problem now as they were. Now we are in the older age  
24 group. We apply techniques of training on the job for  
25 this type of a person.

26 MR. BOYER: I suppose in some respects  
27 the people that come under the probation services are in  
28 a similar position. Many of them would be. They have  
29 not too much education and yet they are learning a trade  
30 in order to be rehabilitated into the community.

31 We have had a presentation on that  
32 subject before in this Committee. It seems to me there  
33 are people in that group who would be similar to the ones  
34 that have been mentioned this morning.

MR. HARKINS: I think the first thing



1  
2  
3  
4  
5 MR. HAWKINS: That is true. I think too,  
6 Mr. Boyer, we have to realize that with this new programme  
7 of Mr. Robarts, which is excellent, there are fewer  
8 opportunities, obviously, for the handicapped people.  
9 Therefore, we have to bring their standards up. We will  
10 have to train many more of this type to be able to  
11 qualify.

12 MR. THOMPSON: How many mentally retarded  
13 adults are there in the institutions in Ontario?

14 MR. HAWKINS: I could not tell you. I  
15 do not know.

16 MR. THOMPSON: Again the policy is not  
17 so much to get those people in institutions, am I right,  
18 as we are hoping to move them out?

19 MR. HAWKINS: Yes. For instance, we  
20 have set up residential units. We first called them  
21 rehabilitation units. We have called them residential  
22 units in ten of our mental hospitals. This is now for  
23 the older age group. These are people who have been in  
24 hospital maybe ten, fifteen, twenty years, who have not  
25 had active treatment for maybe five, six years.

26 From a humane viewpoint there is no  
27 reason why they should spend the rest of their lives  
28 behind four walls. Also there is no reason why they  
29 should be holding down a bed that could be used for those  
30 who are waiting on the active list. We employ social  
rehabilitation techniques here to move these people back  
into the community. Less than ten per cent of these people  
have not availed themselves of vocational rehabilita-  
tion but the other ninety per cent can be moved back out





1  
2  
3  
4 into boarding homes and into nursing homes and lead a  
5 normal life.

6 Most of them are receiving the old age  
7 pension or some other type of disability pension.

8 MR. MORNINGSTAR: How many boarding  
9 homes have you got approved by the Department for the  
10 mentally retarded people throughout the Province?

11 MR. HAWKINS: I do not think there is  
12 a breakdown, sir, on that. There are quite a number of  
13 approved homes.

14 MR. THOMPSON: For mentally retarded  
15 people?

16 MR. HAWKINS: Throughout the Province.  
17 I do not think there are any specifically for mentally  
18 retarded people. There may be some retardees in our  
19 approved homes.

20 THE CHAIRMAN: Approved nursing homes  
21 for anyone.

22 MR. HAWKINS: We have an approved home  
23 programme in the Mental Health Branch.

24 MR. THOMPSON: In the past three years  
25 how many people who looked as if they were going to stay  
26 in an institution for the rest of their lives, had been  
27 rehabilitated? How many have been moved out into the  
28 community?

29 MR. HAWKINS: We have been going a year  
30 and a half in our programme.

MR. THOMPSON: In a year and a half how  
many do you think?

MR. HAWKINS: I was just saying that



into handling letters and into running houses and leading a normal life.

Most of them are receiving the same type of education or some other type of educational training.

MR. WATKINS: I am not sure, because I have not seen the program, but I am not sure if the program is for the

mentally retarded people throughout the country.

MR. WATKINS: I do not know if it is a breakdown, sir, or what. There are a number of people who are not able to take care of themselves. I am not sure if it is a breakdown, sir, or what.

MR. WATKINS: For mental retardation, is that right?

people?

MR. WATKINS: There are two types of people. I do not think that any specifically for mentally

retarded people. There are some people who are

mentally retarded.

MR. CHALMERS: Approved a long time

for approval.

MR. WATKINS: We have no program for the mentally retarded people in the mental hospital system.

MR. WATKINS: Is the program for the mentally retarded people in the mental hospital system?

How many people are there in the program? Is it a long time for the mentally retarded people in the mental hospital system?

MR. WATKINS: We have no program for the mentally retarded people in the mental hospital system.

MR. WATKINS: We have no program for the mentally retarded people in the mental hospital system.

MR. WATKINS: We have no program for the mentally retarded people in the mental hospital system.

MR. WATKINS: I was just saying that



1  
2  
3  
4  
5 previously, that we figure about one hundred to one  
6 hundred and twenty a month of which sixty-five per cent  
7 of that total are from mental hospitals and some from  
8 Ontario hospital schools. I do not know, perhaps one  
9 thousand, I guess. That is just a rough estimate.

10 MR. THOMPSON: What I am getting at is  
11 the labour force that are now in institutions that you  
12 are hoping to get out of institutions.

13 MR. HAWKINS: We move out as many as we  
14 can back into the community.

15 We are having problems with staff too,  
16 of course. A year ago, because we realized that if we  
17 did expand our programme we would have to raid other  
18 programmes and we are against this, we set up our own  
19 training course. It was not at University level, but  
20 with grade eleven they have to take another training  
21 course. We ask for B.A. with three years' experience  
22 in the field of rehabilitation or work related to re-  
23 habilitation.

24 MR. THOMPSON: What salary do you pay  
25 these people?

26 MR. HAWKINS: We have a probation level  
27 of \$3,900.00 for a year and then we move them up  
28 automatically to \$4,400.00. \$4,400.00 to \$5,250.00, and  
29 the supervisory group is from \$5,000.00 to \$6,000.00.

30 MR. THOMPSON: Are you getting any people  
at that salary?

MR. HAWKINS: No, really we are not.  
I think we should take a long look at salaries.

THE CHAIRMAN: Are there any further





1  
2  
3  
4 questions? If not, thank you very much, Mr. Hawkins.

5 MR. HAWKINS: Thank you very much, Mr.  
6 Chairman.

7 THE CHAIRMAN: Now gentlemen, we have  
8 a young fellow here whom we know very well who is going  
9 to present two or three briefs now.

10 MR. EBERLEE: These are briefs that have  
11 come in from private citizens who do not wish to appear  
12 in person. Do you want me to read these or just put them  
13 in the record and take them as read?

14 THE CHAIRMAN: I think we should read  
15 one.

16 MR. EBERLEE: -

17 SUBMISSION

18 BY

19 JOHN PLEWES, SEN. ELECTRONICS TECHNICIAN

20 R.R. 1, MILLGROVE, ONTARIO

21 OPINIONS ON MANPOWER TRAINING

22  
23 The present parlous state of general  
24 scientific endeavour in Canada has its basis in the  
25 attitude of the people. It is useless to inaugurate  
26 training schemes of any kind without also educating people  
27 to think for themselves: our present education system,  
28 is, in my opinion, too much of an assembly line method  
29 to achieve this.

30 In general, the people of this continent  
'worship at the wrong shrine' as it were: the accent

It was, I think, very much the same as  
the "HAWK" - the name of the ship, I  
think.

The "HAWK" was a very small ship, a  
young, reliable one, and it was  
the second of a series of ships  
which were built for the  
service. It was a very good ship,  
and it was very much the same as  
the "HAWK" - the name of the ship, I  
think.

The "HAWK" was a very small ship, a  
young, reliable one, and it was  
the second of a series of ships  
which were built for the  
service. It was a very good ship,  
and it was very much the same as  
the "HAWK" - the name of the ship, I  
think.



1  
2  
3  
4  
5 being on salesmanship and status rather than on technical  
6 excellence. This is portrayed in the derogatory terms  
7 such as 'egghead' for scientists. It must be pointed out  
8 to such people that the very shirt they are wearing is  
9 the product of the 'eggheads' many years of tremendous  
10 effort. He must be shown that he owes virtually all that  
11 he uses today to scientific people, poets, writers, and  
12 all others who really think about things in general and  
13 design things in particular. Inventors and innovators  
14 must supplant the big salesman in the eyes of the people  
15 as the ideal at which to aim. Obviously, not everyone is  
16 cut out to be what is known as 'technical', and business  
17 acumen, where present, should be fostered; but the  
18 writer feels that most Canadian technical potential is  
19 not nurtured and brought to fruition because of the  
20 present attitude to all things requiring more than  
21 superficial thought.

22 Such a programme of reorientation  
23 would impart a better sense of values than is evident at  
24 present in the general populace. It would bring about  
25 appreciation of craftsmanship which is almost totally  
26 lacking at present and thus bring out a sense of pride  
27 in doing something as nearly perfectly as a person's  
28 capabilities allow. Not very many people today care very  
29 much about the way they use everyday equipment; cars,  
30 for example, are subjected to violent accelerations for  
no useful purpose, by a large percentage of drivers. To  
sum up, the prevalent thought is 'ruining the tools  
doesn't matter as long as we do the job'.

The writer feels that the above stated





1  
2  
3  
4  
5 problem is at the root of the trouble in technology today  
6 and is admittedly a bigger problem than the actual train-  
7 ing of apprentices. People have to want to know things  
8 for the sake of the knowledge; their interest must be  
9 awakened and the advantages of such a line of action  
10 must be demonstrated, before any training programme can  
11 succeed.

12 Pointers by which this re-education can  
13 be achieved are suggested below:

- 14 1. A government sponsored television programme showing  
15 how articles are manufactured; that is, the actual  
16 processes from start to finish of a wide assortment  
17 of goods.
- 18 2. A similar television programme on research and  
19 development projects such as metallurgy, electronics,  
20 chemistry, etc. Approximate salaries of the per-  
21 sonnel concerned should be given.
- 22 3. Yet another television programme on, say, hobbies  
23 and handicrafts, such as how a church community built  
24 its own organ from a kit - something of direct  
25 appeal and which incidentally, has been done more  
26 than once.

27 Money spent on such a programme would be  
28 repaid by at least some upsurge in interest in technology.  
29 The medium of television is suggested because it reaches  
30 those who at present are not thinking for themselves.  
Some small percentage of these, and a small percentage  
is all that is required for television is widely seen,  
will say 'why don't I do that, I figure I could'. Such  
programmes could last 20 or 30 minutes and at the end



problem is at the root of the trouble in technology today  
and is essentially a bigger problem than the actual train-  
ing of engineers. People have to learn to know things  
for the sake of the knowledge; they must want to  
strengthen and the advantages of such a line of action  
must be demonstrated, before any training program can  
succeed.

Partners by which this condition can  
be achieved is suggested below:

1. A general or universal educational program covering  
how activities are undertaken, that is, the actual  
processes from start to finish of which a person  
is aware.
2. A distinct educational program in science and  
development projects such as the design, construction,  
operation, etc. of apparatuses and instruments of the type  
commonly concerned should be given.
3. Yet another educational program in the field of  
the humanities, such as the study of literature, art,  
its own origin from a historical point of view, and  
a social and which includes the study of the human  
condition.

Many people in such a program would be  
repaid by at least some of the following results:  
The need of to-day is a general education in science  
those who at present are not getting it for the most part.  
Some small percentage of these, and a small percentage  
is all that is required for the advancement of the world.  
Will say, "I don't know," I think I don't know, I don't  
programmes could last 10 or 15 minutes and at the end



1  
2  
3  
4  
5 could be indicated the steps to be taken and the  
6 addresses where information on training schemes is avail-  
7 able.

8                   Given a sufficiently wide coverage and  
9 being maintained for several years or even permanently,  
10 it is hard to see why such a scheme would not produce the  
11 desired results. It seems most undesirable that Canada  
12 should not train her own people but must rely, as in the  
13 past, on importing skilled people because she is too  
14 short sighted to train her own, also other countries are  
15 not keen to lose their skilled labour.

16                   As industry uses the labour so trained,  
17 it seems a good thing that industry also trains them to  
18 it's specific requirements. This is the generally  
19 adopted method used in Europe and elsewhere with consider-  
20 able success. Most people who know of such matters will  
21 agree that a school trained apprentice has to somewhat  
22 change his methods when entering industry, e.g. tool-  
23 making. It would appear necessary to teach industry that  
24 it has a responsibility to so train apprentices. Trained  
25 apprentices may leave the training firm but another will  
26 join it - trained by some other firm, so there is no  
27 loss to industry as a whole. Basically a firm cannot  
28 make dollars before all else - it must care for its  
29 personnel and this includes training. Many children who  
30 cannot attain the usual academic school gradings have  
marked technological attributes and make excellent trade  
apprentices. Such as these will take to mathematics when  
they see a use for it and understand why they are so  
taught - all teaching must show a reason, an end result.





Another attitude which needs change is the 'too old at 40' way of thinking so widely held. A man at 40 is seasoned and has the know-how so much needed today - he has had wide experience in his trade and should expect to go on to greater things and have a very useful working life of some 20 - 25 years before him, at a conservative estimate. Not on any account should such a man be told that he is 'too old': it just doesn't make sense. Hence employers should be made to see the wisdom of training people and using people over 40 - compulsion is undesirable and would be a source of their using other and dubious methods of getting round any such laws.

Day release programmes could be used at the end of a regular full time apprenticeship - to retain interest. One day in five is insufficient for ab initio training. Technical schools should, of course, be encouraged also and a federal government final examination, practical and theoretical, should be passed and a certificate awarded accordingly. This ensures a high and consistent standard and avoids both different standards in the various schools and much inter-provincial argument about whose standard is highest, equivalents, etc.

Payment for the programmes outlined above eventually rests on the nation as a whole but if people believe in its efficacy, they will buy it. Hence some government help should be given to entrants into training schools it appears, but a fee must be charged the entrant to instill a sense of values. 'Something for





nothing' must be exposed as a nullity. A living wage should be paid by industry to it's apprentices whilst under training.

The above concepts constitute, in the writer's opinion, a practical, long term solution, in essence, of the problems at present besetting us with regard to skilled labour. The stress laid on educating people to realise a sense of values and of the virtues of the ideas expressed before offering training cannot be too heavily emphasized. Any training programme without such prior education will surely fail. To sum up in a single sentence, people must be made to want this training, and then, with facilities offered they will surely get it - to the sorely needed benefit of the whole nation.

7th Aug:1962. John Plewes

Sen. Electronics Technician,  
R.R. 1,  
Millgrove, Ont.



...should be paid by industry to help defray the cost of the ...

The ...

...of the ...

...of the ...

...of the ...

...of the ...

...of the ...

...of the ...

...of the ...

...of the ...

...of the ...

...of the ...

...of the ...

...of the ...

...of the ...

...of the ...



SUBMISSION

BY

GEORGE A. CUMMINGS,

92 HILLIARD AVENUE, OTTAWA 5, ONTARIO

CAUSE NOT SYMPTOMS

Frequently we tackle our problems by directing our efforts toward easing the symptoms rather than toward attempting to get at the causes. We find it easier to justify to ourselves and others the spending of our time, effort, and money on alleviating the symptoms of yesterday's or today's problems rather than in preventing tomorrow's.

Might I suggest, instead, three separate but related courses of action:

1. Ascertain the conditions of today and seek remedies.
2. Ascertain the trends and seek prevention of serious problems.
3. Create the atmosphere and opportunity for groups and individuals to do some self-examination of their role in the past, at present, and in the future.

Most attention, I expect, will be directed to today's conditions and less to tomorrow's trends. No attention is usually directed to why conditions are as they are. Besides the human weakness of not wishing to admit our culpability, we are prone to criticizing others for theirs. It need not be. Surely we can





1  
2  
3  
4  
5 examine our own role in this situation without a witch-  
6 hunt developing.

7 In the hope that more attention may be  
8 directed in this latter direction (for I believe that the  
9 basic cause of the problems is lack of motivation and  
10 concern), I will confine most of my suggestions toward  
11 this aspect.

12 In order to narrow my focus I have  
13 selected only one part of society which is involved in the  
14 problem but will make short references to other parts of  
15 society. I would hope that from this approach certain  
16 principles would be clear enough for application, where  
17 applicable, with the other parts of society. My view  
18 will "zero in on" industry and business. The symptoms  
19 are most apparent in industry and business and much of  
20 the leadership to study and act should be reasonably  
21 expected to come from this source.

22 Naturally, leadership is provided by  
23 leaders. And these leaders can be identified as indivi-  
24 dual personalities. The problem, then, is how to involve  
25 these individual leaders to the extent they will be moved  
26 to spend personal effort and appropriate the efforts of  
27 their subordinates in a continuing program of prevention  
28 and cure. We don't want only a rational understanding  
29 and acceptance of the facts and problems; we want an  
30 emotional appreciation of these things to the extent  
that he (the leader) sees his role, the role of his  
organization, and will spend the time and effort to remedy  
the present problems and prevent others from becoming  
serious in the future.





1  
2  
3  
4  
5 This emotional involvement comes from  
6 personal participation. It cannot be done by mail. It  
7 must be done by personal face-to-face contact. The  
8 presidents and general managers (not their vice-presidents  
9 or personnel managers) of most of the companies in the  
10 Province must be brought together to hear the facts and  
11 opinions about the problems (not the solutions). This  
12 could be done provincially, regionally or locally. This,  
13 of course, will not ensure much greater or deeper  
14 acceptance than by using mail. It is crucial, then, that  
15 opportunities to discuss all facets of the problems,  
16 possible solutions and action be provided for the  
17 presidents and general managers subsequently to the fact  
18 session. This conference might not end in Instant Action  
19 but it should result in Instant Motivation. It is no  
20 answer to the problem of motivation of all of the leaders  
21 to bring together a small group of their representatives;  
22 only the representatives would be motivated.

23 Naturally the results of these dis-  
24 cussions would have to be shared at some time with the  
25 public, government, local agencies and the unions at all  
26 levels. Since acceptance is what we are after, a careful  
27 plan to ensure acceptance is required. Perhaps the  
28 solution is to have other groups (e.g. unions) discuss  
29 their role in solving the problems simultaneously with  
30 the discussions conducted by the business leaders. The  
same may apply to schoolboards, teacher associations,  
government leaders, etc.

31 The idea of a "one shot" conference on  
32 manpower in industry and business may seem to be too





1  
2  
3  
4 large or unwieldy but if something similar is not carried  
5 out it is questionable if enough heads of steam will be  
6 produced by other methods. It is surprising how much of  
7 the required final action lies in decentralizing through  
8 local business and local agencies. This is not to rule  
9 out the need for stimulation, guidance and facilitating  
10 to be provided provincially.

11 These problems belong to society. The  
12 required action is the prerogative of society. The  
13 overall enabling vehicle of our society is government.  
14 But society cannot slough off its responsibility  
15 completely to government. Each appropriate facet of  
16 society has its role to play, as does the individual and  
17 the public. The government's contribution should be  
18 in research, in drawing people together to solve the  
19 problems and to solve the problems of motivation, and  
20 in preparing appropriate enabling or mandatory legisla-  
21 tion. The individuals, agencies and groups should be  
22 prepared to give appropriate amounts of their sovereignty,  
23 time, finances, effort, facilities and human resources.

#### 24 THE PROBLEM OF INSTRUCTION

25 Two major sources of instruction in  
26 business, industry and government are fellow employees  
27 and supervisors (including managers and executives).  
28 Their preparation for the role of teacher is skimpy (or  
29 non-existent) compared to that of our teachers in the  
30 school system. The public is concerned about the  
standard of instruction in the school system but little  
concern has been noted about the role of a supervisor as





1  
2  
3  
4  
5 a teacher and no effort has been made to establish a  
6 standard of instruction of industrial supervisors.

7 Supervisors and specialists should be  
8 taught how to teach by competent teachers of teachers in  
9 a situation allowing for adequate opportunity for  
10 practice under guidance in an environment similar to that  
11 of the work place. To teach adequately the teacher must  
12 have a basic knowledge of people, learning, motivation,  
13 teaching methods, etc.... Teaching in office or plant  
14 is adult education and is work oriented; it is different  
15 than classroom instruction of children.

16 To provide a framework for this program  
17 a Provincial certificate in office or plant teaching  
18 could be awarded to those passing a course of study. In  
19 addition the certificates could be classified according  
20 to subject matter e.g. office trainer - business machines;  
21 trades trainer - machinist; management trainer.

22 Facilities and staff for this job of  
23 teaching teachers are probably available now in our  
24 Teachers Colleges, other educational institutions, and  
25 in offices, plants, and laboratories in the Province.  
26 The students with whom the teachers would practice are  
27 apparently available. It would be hoped that if the idea  
28 had merit and were accepted by all of the parties in-  
29 volved, that some degree of volunteer effort would be  
30 encouraged in order that cost of instruction, facilities,  
pupils, etc... would be kept within limits and an  
opportunity to give, for a change, to the common weal  
would be provided; some people do like to give.

The problem of teachers of management





probably would require the use of university facilities, extension departments, Ontario College of Education, etc..

#### GUIDANCE & PUBLIC ACCEPTANCE

From my experience with interviewing potential employees directly from the school system I gain the impression that students are told "This is your field" or "This is not your field". Should not the guidance be in the form of counselling i.e. "This field requires such and such and your interests appear to be such and such. Do they match sufficiently well for you to enter that field?" Do the guidance teachers really know what's in the jobs or fields of endeavour on which they are providing guidance? Should they not only be reading monographs but also visiting business, industry, and government in field trips to see and question, to discuss problems, to look at job descriptions etc... I question whether a local association of personnel and guidance people accomplishes this objective.

One of the chronic problems is drop-outs from school. Only when the student has worked or looked for a job for a while does he realize his mistake. Could not the schools simulate this, through the guidance teachers in cooperation with business, industry and government by arranging for students at an early age to have a school project of visiting employment offices (or vice versa) and to hear and report about the job possibilities and the standards of employment? The problem is not to convince the public of the need for continuing education but to convince the student.





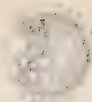
Groups of industries and businesses could advertise locally together their minimum educational standard to provide an example to students of the need for education.

Labour and trade unions should be interested in recruiting young people to their fields. They, too, should approach students with information about trades training, benefits of technical education, unionism in our society, etc.

#### EDUCATION AND INDUSTRY

As stated above, the implementation of many of these schemes will be in the plant and office in cooperation with local authorities. If the leaders in business and education are convinced, they will make their facilities and staff available.

One vital way for education and industry to get together is for the curriculum builders in the school and the supervisors and managers of trades, technical, and office groups to meet. It may be sufficient to have cooperation at the provincial level, or through the school board or advisory school board, but I do not think the gap between school and industry is narrowed until teacher and supervisor, principal and manager, meet face-to-face. Indeed, advisory curriculum committees composed of first line supervisors and teachers could be set up locally, particularly relative to trades, technical and office training. If management informs its supervisors about future changes, the proposed curriculum builders could vary their advice accordingly.



# Groups of industrial and business

could show the local business community that it is not  
of standard to provide an example in the form of a new  
for education.

There are many ways in which

interested in manufacturing, and in the

fact, too, should be given a chance to

show their training, the ability of technical education,

university in the form of

## THE NEW YORK STATE

As stated above, the following is a list

many of the various ways in which the State

cooperation with the local business community

business and industry in the country, the

their facilities and staff facilities.

There are many ways in which

to get together is for the country business in the

school and the government and the

technical, and other groups to work in the form of

to have cooperation at the local level, in the

the school and the business school, but it is not

think the gap between school and industry is growing

until a school and university, particularly in the

most basic level. Indeed, university cannot be

connected of the fact that university and industry

set up locally, particularly relative to the

and office training. It is not only the

business school, but the



The facilities and equipment of business and industry which schools do not have or could not afford could be used in idle hours for instructional purposes.

#### APPRENTICESHIP

Workers do not enter apprenticeship because of a vicious circle of causes and effects. Trades training is not a prestige field. Because of this lack of recognition the trades field is not attracting as many of the capable people it should. Therefore, standards of workmanship are lower than they should be, particularly in the aesthetic and service aspects of the trades work. This in turn depresses the public image of the trades. To cut this spiral effect two courses of action come to mind - public education through institutional advertising etc... and increasing the provincial standards of present steps in trades training by creation of a higher standard for the superior tradesman rank (i.e. above Master Tradesman). The higher standard is required first, followed by the new name. I am naive enough to think that the latter idea would work better if no pay increases were allowed to be attached to the awarding of the higher standard; it would be a prestige item only.

#### MISCELLANEOUS OPINIONS

There is no doubt that only skilled tradesmen should practice their trade commercially. One of our largest trades groups, papermakers, has no trade



The facilities and equipment of the  
and industry which should be set down as a standard  
should be used in the future for industrial  
purposes.

# APPENDIX

There are two main types of standards:

1. A series of standards of quality in general.

2. A series of standards of quality in specific cases.

The first type of standards is the most common.

The second type of standards is the most difficult to establish.

The first type of standards is the most common.

The second type of standards is the most difficult to establish.

The first type of standards is the most common.

The second type of standards is the most difficult to establish.

The first type of standards is the most common.

The second type of standards is the most difficult to establish.

The first type of standards is the most common.

The second type of standards is the most difficult to establish.

The first type of standards is the most common.

The second type of standards is the most difficult to establish.

The first type of standards is the most common.

The second type of standards is the most difficult to establish.

The first type of standards is the most common.

The second type of standards is the most difficult to establish.

The first type of standards is the most common.

The second type of standards is the most difficult to establish.



1  
2  
3  
4 classification. It would be difficult to support an age  
5 limit on trades training. My belief is that present  
6 employment is no pre-requisite for trades training.  
7 Some union leaders, and I concur, are beginning to see the  
8 need for multi-trade apprenticeship.

9 It would be hoped that the encouragement  
10 for apprenticeship training in industry would be  
11 accomplished by the conferences suggested earlier.  
12 Government should not subsidize training in industry  
13 except to the extent of use of facilities, teaching staff,  
14 and research.

15 It might be possible and desirable to  
16 enact legislation that business or industry may dismiss  
17 employees due to upgradings or changing of standards  
18 providing reasonable efforts have been made to retrain  
19 the employees concerned and to absorb them elsewhere.

#### 20 SUPERVISORY TRAINING & MANAGEMENT DEVELOPMENT

21 Books have been written on this topic.  
22 My only proposition is that the leaders in industry,  
23 business, and government have to take a personal and  
24 continuing interest. The initial spark might be provided  
25 by the conference mentioned above. The feeling persists  
26 that the reason we have a problem in this regard is that  
27 the leaders do not really understand the problem and  
28 their continuing role in solving it. Related to this is  
29 management's lack of interest in tackling the problem  
30 objectively in the same way it tackles other problems  
of managing. There is also a lack of qualified guidance  
available to management. The reason we have this





1  
2  
3  
4  
5 problem is the reason it is taking so long to solve - top  
6 management does not know enough about managing people to  
7 be able to recognize the problems, diagnose them correctly,  
8 analyse the value of the guidance provided, and act on  
9 decisions with continuing follow-through. Many manage-  
10 ments are happy with a placebo in this field. Naturally  
11 allowances have to be made by managements for imperfections,  
12 failures, disagreements, improvements in the techniques  
13 and limited slowly - achieved success in any supervisory  
14 training program. Some are too prone to accept partial  
15 failure as total failure. Frequently managements want  
16 perfection the first time; they are afraid of the  
17 problems, afraid of the solutions, afraid of painful  
18 practical approaches, afraid of "painless" theoretical  
19 approaches.

#### 20 ROLES AND RESPONSIBILITIES

21 I do not believe local government has  
22 any responsibility for this program nor are they equipped  
23 to cope with it.

24 The Provincial government has a respon-  
25 sibility to bring the various interests together to  
26 commence to solve the problems. They should finance  
27 facilities and staff for the bringing together of the  
28 interested groups for discussion, the continuance of  
29 research, and a share of the program of public education.  
30 They should enact appropriate enabling and mandatory  
legislation to establish, stabilize or rationalize the  
trades, to increase trades standards, to facilitiate  
local education and training programs, to enable





1  
2  
3  
4  
5 supervisors and managers to become better teachers etc...  
6 Labour at all levels and management should become know-  
7 ledgeable about the problems, recognize a need for change,  
8 know that change will require dislocation, and be prepared  
9 to accept it. They should pay their own way and expect  
10 to "volunteer" part of their own sovereignty and time and  
11 that of their members or their staffs for the common good.

12  
13 There is no doubt that the Departments  
14 of Labour and Education will be drawn closer together on  
15 these plans and, indeed, a discrete and new organization  
16 might be required separate from or allied to the general  
17 field of adult education and community programmes. Its  
18 functions would be research, propagation, co-ordination  
19 within the Province, facilitating local solutions,  
20 devising standards and co-ordination with other Provinces  
21 and the Federal Government. To perform this role it  
22 would require Provincial appropriations.

23  
24 Let us not forget that industry, business  
25 and the individual already contribute and will contribute  
26 through taxes for the basic support of any of these  
27 programs. The government, its departments, and local  
28 boards are the agent of us all. However, additional  
29 costs associated with special parts of the program  
30 (e.g. travel to conferences etc...) where particular  
benefit will be derived by one or other groups should not  
be borne through taxes nor by a tax-spending agency;  
the group should pay its way.





Summary of Brief Submitted by:

George A. Cummings

1. Institution of Provincial, regional or local conferences to develop motivation and to remedy situation.
2. Institution of "teachers certificate" for industrial and business supervisors.
3. Use of "teachers of teachers" from Teachers Colleges to train industrial and business supervisors.
4. Guidance teachers to visit industry, business and government offices to look at jobs, job descriptions and discuss with employment officers etc.
5. Student project to visit employment offices to gain first-hand knowledge of required educational standards.
6. Local advertisements by business and industry of educational standards for employment.
7. Labour and trades unions to inform students of trades.
8. Supervisors and teachers to get together on school curricula.
9. Use of industrial equipment and facilities for instructional purposes in off-hours.
10. Creation of prestige standard of super-tradesman without additional wage tag.
11. Creation of new provincial department or section to co-ordinate effort.

--- Luncheon adjournment



Summary of major activities:

October 1, 1954

1. Installation of provincial, regional or local committees to develop activities and to report on progress.
2. Installation of "technical committees" for industrial and business supervisors.
3. Use of "centers of research" from Technical College to train industrial and business supervisors.
4. Guidance teachers to visit factories, business and government officials to look for jobs, for training, and discuss with employment officials and.
5. Student groups to visit employment offices to gain first-hand knowledge of work and occupational standards.
6. Local government, business and industry of community to work on development.
7. Labor and trade unions to inform students of work.
8. Government and local to get together on the work.
9. Use of industrial equipment and facilities for vocational training in off-hours.
10. Creation of prestige standards of a non-trade union without economic wage rate.
11. Creation of new provincial department on security in



1  
2  
3  
4 --- Upon resuming at 2.00 p.m.  
5

6 THE CHAIRMAN: Gentlemen, we have with  
7 us this afternoon Mr. Klarman, Registrar of Trade Schools,  
8 Department of Education. I understand that you have not  
9 a brief, that you will just address the Committee and  
10 answer questions. You have not any brief to present?

11 MR. KLARMAN: No, I do not have a brief  
12 to present.

13 THE CHAIRMAN: Very good, sir, if you  
14 would like to go ahead now.

15 MR. KLARMAN: What is it you would like  
16 to know?

17 THE CHAIRMAN: You want a question and  
18 answer period?

19 MR. KLARMAN: I would prefer this.

20 MR. EBERLEE: I suppose we could start  
21 off with the Trade Schools Regulations Act, what it says  
22 and what it seems to do.

23 MR. KLARMAN: You want to know the  
24 scope of the Trade Schools Regulation Act?

25 MR. EBERLEE: Yes.

26 MR. KLARMAN: As I interpret the Trade  
27 Schools Regulations Act, the primary objective is to  
28 protect the public in their dealings with the private  
29 trade schools. I feel it was drafted with this objective  
30 in mind.

Of course, the regulations are the  
working rules under which I operate specifically.

MR. EBERLEE: Does anybody at all who





1  
2  
3  
4  
5 wants to start a school and charge tuition fees have to  
6 be licensed under the Trade Schools Regulations?

7 MR. KLARMAN: If it is a trade school  
8 within the definition of the Act, yes. They are required  
9 to be registered as a private trade school.

10 MR. EBERLEE: How does the Act define  
11 a trade school off hand?

12 MR. KLARMAN: Well, as I recall the  
13 definition, it refers specifically to any school offering  
14 a course of training in anything involving machinery,  
15 with certain basic exceptions. For instances, the air-  
16 craft industry is left to the Department of Transport.  
17 Basically any training or course on machinery of any kind,  
18 plus any additional topics or subjects which are defined  
19 as trades in the regulations, so it gives you a pretty  
20 wide scope.

21 MR. EBERLEE: For example, I recall two  
22 or three years ago practical nursing was added into the  
23 regulations.

24 MR. KLARMAN: Yes.

25 MR. EBERLEE: That gives you the power  
26 to regulate schools offering courses in that field. Before  
27 that, you could not touch them.

28 MR. KLARMAN: It was not designated as  
29 a trade under the Trade Schools Regulation Act, that is  
30 correct.

MR. EBERLEE: I understand for any trade  
that is designated under the Apprenticeship Act, a trade  
school cannot be established without the okay of the  
Minister of Labour?



...to state a school and other similar facts...

be licensed under the Trade-Mark Act...

MR. BARNETT: Is it a trade-mark?

...in the definition of the Act, would they be...

to be registered as a trademark or not?

MR. BARNETT: How does the law stand?

...in the school of law?

MR. KILPATRICK: Well, as I recall the

definition, it refers specifically to the...

a course of training in something involving...

...of the law...

craft industry is left to the judgment of the...

...of the law...

...of the law...

...of the law...

...of the law...

MR. BARNETT: For example, I recall the

...of the law...

MR. BARNETT: Yes.

MR. BARNETT: That is, you say that...

...of the law...

that, you could not know them.

MR. BARNETT: Is that not correct?

...of the law...

...of the law...

MR. BARNETT: I am not sure...

that is designated under the Apprenticeship Act, a...

school cannot be established without the plan of the

Minister of Education.



1  
2  
3  
4  
5 MR. KLARMAN: This comes under the  
6 Apprenticeship Act. We are ruled out in this area as  
7 well.

8 THE CHAIRMAN: You just mentioned air-  
9 craft engineers. That falls under the D.T.O.?

10 MR. KLARMAN: As far as I know. It used  
11 to be. I recall reading something to this effect. It  
12 used to be under our Act, under the Trade Schools  
13 Regulation Act, but it is not anymore.

14 MR. BOYER: That is the Federal Depart-  
15 ment of Transport?

16 THE CHAIRMAN: Yes, it would be.

17 MR. KLARMAN: I believe so, yes.

18 THE CHAIRMAN: Would there not be a  
19 demand for more aircraft engineers today than we have in  
20 Ontario?

21 MR. KLARMAN: There may be but they  
22 would still have to go through the Department of Transport,  
23 anyone happening to open one of these schools.

24 DOCTOR CRISPO: What do I have to do?  
25 I think I know something about radios. I want to set up  
26 a school to teach people to repair radios and televisions.  
27 What do I have to do?

28 MR. KLARMAN: You have to comply with  
29 the regulations. Section 1 of the regulations, and the  
30 other sections that pertain to it.

There are certain requirements, of course.  
You have to fill out an application. There are other  
things. If it is a residence school, for example, you  
have to have certificates of fire, sanitation and maybe





1  
2  
3  
4 a certificate of safety, depending upon the equipment you  
5 are handling. We require an outline of the course in  
6 which you are going to instruct. We require a personal  
7 data form for each of your instructors. We require an  
8 application for each of your salesmen and certain other  
9 declarations. We want to know which text books you  
10 would require, or your students would require, and whether  
11 they would be charged additionally for these text books  
12 or not, or whether they are included in the course.  
13 We want to know the course you are instructing in. The  
14 admission requirements to this course. The cost of each  
15 of these courses. The course outline.

16 MR. EBERLEE: Do you have power to order  
17 changes in a course if you do not think it is practical  
18 for the purpose?

19 MR. KLARMAN: The Minister may.

20 MR. EBERLEE: The Minister has power to  
21 do this?

22 MR. KLARMAN: Yes.

23 THE CHAIRMAN: Do you supervise through  
24 the Department?

25 MR. KLARMAN: It is now one of my  
26 responsibilities to supervise these trade schools.

27 MR. EBERLEE: You inspect them, I suppose?

28 MR. KLARMAN: Yes.

29 DOCTOR CRISPO: How big a staff do you  
30 have for this?

MR. KLARMAN: This is the problem. First  
of all, I am not on this full time. This is at least a  
full time job. I have the service of a secretary. She





1  
2  
3  
4 is not full time either, so this is why it makes it a  
5 little awkward to inspect these schools as often as they  
6 should be inspected.

7 DOCTOR CRISPO: What per cent of your  
8 time would be devoted to this?

9 MR. KLARMAN: Right now I would say it  
10 is about fifty per cent of my time.

11 DOCTOR CRISPO: You are the only man for  
12 the whole Province?

13 MR. KLARMAN: That is right.

14 THE CHAIRMAN: The trade school at the  
15 Lakehead, how often would you supervise that? Once a  
16 year?

17 MR. KLARMAN: The ideal situation is to  
18 get out to see these schools at least once a year. I am  
19 away behind in this.

20 I am actually Acting Registrar of Trade  
21 Schools. I was assigned these duties at the beginning of  
22 the year when Mr. Matthews retired. Ideally these schools  
23 should be visited at least once a year.

24 MR. BOYER: Was Mr. Matthews full time?

25 MR. KLARMAN: He was full time, yes, on  
26 this.

27 MR. EBERLEE: And an attempt is made  
28 under the legislation to make sure that the fellow who  
29 attends is getting his money's worth out of the course?

30 MR. KLARMAN: This is our responsibility,  
yes. The way that we are operating now is pretty well in  
response to complaints. This is not, certainly, an ideal  
basis of operation.





1  
2  
3  
4  
5 We get complaints and the complaints  
6 are investigated. Usually the complaint is not about the  
7 course. The complaints, oddly enough, are usually about  
8 ---

9 MR. EBERLEE: About methods of promotion,  
10 advertising and sales?

11 MR. KLARMAN: Well, the people feel that  
12 they have enrolled and for one reason or another they want  
13 their money back. This is most of the time the substance  
14 of the complaints.

15 MR. EBERLEE: Do you have power to  
16 approve the advertising by these people?

17 MR. KLARMAN: Yes. This is under the  
18 regulations. All advertising has to be submitted and  
19 another section of the regulations is that the school is  
20 not permitted to make any statement that is misleading  
21 for the purpose of getting enrollment.

22 DOCTOR CRISPO: This means you have to  
23 go through a big file of literature on these various  
24 schools?

25 MR. KLARMAN: A fair amount.

26 DOCTOR CRISPO: How many schools are  
27 there?

28 MR. KLARMAN: Approximately one hundred  
29 and fifty schools are registered, all with different  
30 advertising, and so on.

31 MR. GISBORN: Does this include the  
32 private business commercial course?

33 MR. KLARMAN: Yes. Business office  
34 practice is designated as a trade under the regulations.





Any of these business schools, private trade schools are under the Trade Schools Regulation Act.

MR. GISBORN: Do you have anything to do with qualification standards?

MR. KLARMAN: You mean for the instructors?

MR. GISBORN: No, for enrollment?

DOCTOR CRISPO: For graduates?

MR. KLARMAN: The school in their application say the standards that they require for enrollment. The school says this, and that is it. We neither approve of the course or recommend any of the courses so we do not get into this area too much other than if we feel that the course is being misrepresented, people are being misled as to the contents of the course.

MR. GISBORN: Do you have anything to do with certification, signing the graduation certificates?

MR. KLARMAN: No. The school is required to submit copies of their certificate, and this is all. No one in the Department signs or countersigns any diplomas or certificates issued by a private trade school.

MR. GISBORN: Do you receive reports on performance or graduation ratio, this sort of thing?

MR. KLARMAN: From whom? You mean from the employers?

MR. GISBORN: From the schools.

MR. KLARMAN: In their application the schools tell us the number of enrollments they have and the number of people that drop out.

MR. BOYER: Is this an annual application?

MR. KLARMAN: Yes.





1  
2  
3  
4  
5 MR. EBERLEE: Would you have a rough  
6 figure on the total number of students enrolled?

7 MR. KLARMAN: This is a rough estimate  
8 but I would estimate that there were an average of fifty  
9 students to a school. Many below and many above, but  
10 this is a rough estimate. I would say around seventy-  
11 five hundred or eight thousand total.

12 DOCTOR CRISPO: I suppose the ultimate  
13 check on whether these schools are turning out what they  
14 purport to turn out is the reaction of employers on a  
15 continuing basis, whereby you get reports from employers  
16 who say that these products are what they purport to be?

17 MR. KLARMAN: No. Anyone who calls me,  
18 or gets in touch with me as to whether a course is good  
19 or not, I always advise them to get in touch with the  
20 employers in this field and get their reaction of the  
21 graduates from such a course.

22 MR. BOYER: Do the International  
23 Correspondence Schools come under the Act?

24 MR. KLARMAN: Yes.

25 MR. THOMPSON: You would know then how  
26 many people enrolled in connection with the International  
27 Correspondence courses? You would know how many people  
28 had enrolled in a year and how many had not completed  
29 their course?

30 MR. KLARMAN: In their application for  
their 1962 licence it is listed as to how many people are  
enrolled at the time they make the application, and how  
many drop-outs they had, and so on.

MR. BOYER: That would be for Ontario





1  
2  
3  
4 or all of Canada?

5 MR. KLARMAN: Ontario.

6 MR. MORNINGSTAR: How many have enrolled  
7 you say?

8 MR. KLARMAN: Yes. They would give us  
9 the attendance figures. I do not know whether "attendance"  
10 is the right term. This is a correspondence school but  
11 the number of people enrolled.

12 MR. EBERLEE: The role of the trade  
13 school is obvious. If they are in existence, they must  
14 serve a useful purpose?

15 MR. KLARMAN: Yes.

16 MR. EBERLEE: Presumably some day maybe  
17 the results of this Committee's work would mean more  
18 trade schools in various areas. I suppose there would  
19 still be work for the private trade schools. What sort  
20 of people do they take usually?

21 MR. KLARMAN: Well, these are profit  
22 making organizations. That is, they are out to make a  
23 profit. Now, in order to do this, basically they have  
24 to supply the needs, as I see it, of industry. They have  
25 to supply industry with something they need in the way  
26 of trained or skilled help. They have to supply the  
27 students, that are available, with the necessary skill  
28 or training for them to take these positions.

29 MR. EBERLEE: Take a business college,  
30 for example, why would somebody go to X-business college  
in Sharbot Lake rather than the local commercial scheme?

MR. KLARMAN: Generally when there are  
comparable courses people will go to a trade school





1  
2  
3  
4 because they can get a job more quickly when they finish  
5 the course.

6 For example, in the commercial course  
7 it is four years of high school. If people do not have  
8 this, they do not have grade twelve standard so they go  
9 to a commercial business college and maybe in a year or  
10 less they will have the skills, only those skills that  
11 they require to get a job in business, whatever may be  
12 the basic skills, shorthand, typing, maybe bookkeeping.

13 These private schools concentrate on  
14 those skills, you see, and then a person gets a job. It  
15 costs more money but it takes a shorter time. They are  
16 balancing time against the money.

17 If you talk to people who have made this  
18 decision, and you ask them why they go to a private trade  
19 school when the other is cheaper, you usually get this  
20 answer: That it is a matter of being a lot shorter. I  
21 don't need the academic requirements.

22 MR. EBERLEE: The public schools are not  
23 flexible for some people?

24 MR. KLARMAN: You want my opinion? Yes.

25 MR. MORNINGSTAR: I suppose there is a  
26 lot in that too; anyone who wants to work right away,  
27 wants to spend a few dollars, they can concentrate on a  
28 certain subject, or certain item?

29 MR. KLARMAN: Yes, and get working much  
30 more quickly.

MR. MORNINGSTAR: And have an income  
coming in.

MR. KLARMAN: Yes. I recall an employer





1  
2  
3  
4  
5 was telling me, in this one specific instance, he said  
6 that they consider, for example, Ryerson graduates on a  
7 par with graduates of the Radio College of Canada.

8 Well, of course, Ryerson has a three  
9 year operation, and as I recall, Radio College of Canada  
10 course is approximately a year, so there you are. Of  
11 course, it is more expensive to go to Radio College.  
12 You have approximately one year versus three.

13 MR. THOMPSON: I am sure a number of  
14 other members have had people who signed up for a course,  
15 a correspondence course which comes from the States.  
16 They take these courses and then there is no job for them  
17 when they graduate.

18 Do you check correspondence courses  
19 that come in from the States?

20 MR. KLARMAN: If they are offering a  
21 course for sale in Ontario, a course in a designated  
22 trade, then they would come under the Act, under the  
23 Trade Schools Regulation Act.

24 THE CHAIRMAN: You say designated. It  
25 must be designated?

26 MR. KLARMAN: It has to be under the Act.  
27 It has to be either defined by the definition of trades  
28 in the Act or it has to be covered in that list of  
29 designated trades.

30 MR. BOYER: That is, if they advertise  
in Ontario? If it is an American firm, let us say a  
business correspondence course in some State of the  
United States, and they are offering their courses to  
Ontario residence and they advertise in Ontario





1  
2  
3  
4  
5 publications, then they come under the Act.

6 If an individual sees a course advertised  
7 in Esquire Magazine and writes directly to the American  
8 address, I suppose you have no way of controlling that  
9 sort of thing?

10 MR. KLARMAN: Just if they are under the  
11 Act. If these people that sign up for the course, if  
12 they do not pay for this course, the school has no recourse  
13 under law to approach them for any money.

14 In other words, they are not recognized  
15 then as schools. They are operating illegally. It  
16 reminds me of the parallel I heard discussed in the fact  
17 that advertising, let us say television advertising,  
18 may not be acceptable in Canada, but if it originates  
19 from an American station, what can you do about it?

20 MR. GISBORN: We had the opinion of one  
21 of the high officials in the Department of Education,  
22 when we were discussing this area, and he was quite  
23 concerned with the operation of this section of the  
24 private schools, hairdressing. Mr. McNeill, he appeared  
25 quite concerned with it. If you care to give us an  
26 opinion, besides the need for more staff on how we should  
27 improve the regulations; you do the job according to  
28 the present regulations but what way could we improve  
29 the regulations? In what way could we tighten up?  
30 Improve the operations to make them more beneficial to  
the people using them?

MR. KLARMAN: When you say "tighten up"  
what do you mean by this?

MR. GISBORN: Well, I think it is





1  
2  
3  
4  
5 obvious, from the previous discussion we have had, there  
6 was something lacking because when we had Mr. McNeill,  
7 he was quite dissatisfied with the operation of the  
8 private schools.

9 I am not sure whether it was in the  
10 regulations. I would think it must be. It was either  
11 from lack of staff or lack of proper regulations. Either  
12 one or the other.

13 MR. KLARMAN: First of all, Mr. McNeill,  
14 I understand, is the Director of Apprenticeship in the  
15 Department of Labour and he operates under the Apprenticeship  
16 Act. I understand that their Act is a little  
17 different from ours.

18 Now, as far as the operation of our Act  
19 is concerned, the way it is worded, as you say, aside  
20 from the staff, the Act certainly has plenty of teeth.

21 MR. GISBORN: Which one are we talking  
22 about? Are we talking about the Trade Schools Act and  
23 Regulations?

24 MR. KLARMAN: Yes. That is all I can  
25 talk about. I cannot talk about the Apprenticeship Act.  
26 I don't know anything about it.

27 DOCTOR CRISPO: Barbering and hair-  
28 dressing schools do not come under your Act for the  
29 private schools?

30 MR. KLARMAN: They come under the  
Apprenticeship Act.

MR. GISBORN: The private schools?

MR. KLARMAN: Yes. Now, you want my  
opinion about the other. I cannot give you an opinion on





1  
2  
3  
4  
5 the barbering and hairdressing schools, as I say, because  
6 they do not come under the Trade Schools Regulation Act.  
7 If you want an opinion about the other schools that come  
8 under the Act, I can give it.

9 As far as the regulations are concerned,  
10 the regulations say that the school is not permitted to  
11 offer any course or training by the school unless approved  
12 by the Minister, so that gets us out of this area of  
13 certification which I believe is one of Mr. McNeill's  
14 Department's responsibilities.

15 MR. BOYER: I take it the dissatisfaction  
16 that he expressed had to do with the schools which are  
17 operated within the field of this kind of trade?

18 MR. EBERLEE: Mr. McNeill feels there  
19 should be a Provincial Institute of Trades for hair-  
20 dressing. There is no provincial course at all. Hair-  
21 dressers have to go through these private schools like  
22 the Marvel.

23 MR. BOYER: There is a class going on  
24 down at Nassau Street in barbering.

25 MR. EBERLEE: There is on barbering but  
26 not hairdressing.

27 DOCTOR CRISPO: That is going to be closed,  
28 is it not?

29 MR. EBERLEE: No, I think it is going to  
30 continue. I think his main argument is you cannot control  
a private school by inspection, and so on.

The way you make them jack-up their  
standards is by going into competition with a provincial  
course. He does not feel the hairdressing schools have



1  
2  
3  
4  
5 very high standards.

6 DOCTOR CRISPO: Getting back to your  
7 area, I have got the impression you feel the Act is tight  
8 enough. Is it a matter of getting sufficient staff to  
9 make sure you get field visits often enough, and to make  
10 sure they are actually doing what they say they are doing?

11 MR. KLARMAN: Yes. If we had the staff,  
12 I think certainly we could supervise these more closely.  
13 As closely as you want to do it.

14 DOCTOR CRISPO: Now, I got the impression  
15 you have got to rely on written information that they  
16 send you?

17 MR. KLARMAN: That who sends me?

18 DOCTOR CRISPO: These schools send you.

19 MR. KLARMAN: It is the complaints, you  
20 see. When we get a complaint, or you get a series of  
21 complaints, we investigate. This is not an effective way  
22 of operating but under the circumstances I am rather  
23 forced into this.

24 There is one school in particular on  
25 which we have had quite a number of complaints and it is  
26 doubtful whether they will get their licence for the  
27 coming year because of these complaints. As I say, this  
28 is an inefficient way of doing it. It is one way of  
29 doing it with the staff situation being what it is.

30 THE CHAIRMAN: What would happen if  
31 somebody paid their tuition and did not finish their  
32 course and you closed the school? What happens in that  
33 case?

34 MR. KLARMAN: Well, each school has to





1  
2  
3  
4  
5 post a security. Usually it is a bond for one thousand  
6 dollars, and if a judgment is received against the  
7 school, through a court of law, then the Minister is  
8 empowered to take it out of that security.

9 THE CHAIRMAN: Who would start that  
10 proceeding? Would it be the student?

11 MR. KLARMAN: Yes.

12 THE CHAIRMAN: After you have closed the  
13 school, he has to do this?

14 MR. KLARMAN: Yes.

15 DOCTOR CRISPO: Again, I get the  
16 impression you think all of these schools are supplement-  
17 ing and not really competing with what the high schools  
18 are doing? What the trade schools are doing is offering  
19 a condensed and much more practical course for people  
20 who just cannot keep up with the academic standing or  
21 technical education. More or less a crash programme most  
22 of them offer in a particular skilled area.

23 MR. KLARMAN: Yes.

24 DOCTOR CRISPO: Is this fair?

25 MR. KLARMAN: Yes, that is right. I  
26 would not say they are not competing. In a sense, they  
27 are competing. I think in my opinion they are competing.  
28 You might say they are supplementing. The public schools  
29 tend to broaden the educational approach and, generally  
30 speaking, the public school feels they have got to give  
a lot of subjects. They feel these are necessary.

The trade school operator wants to keep  
the cost of his course down to a minimum. He does not  
receive any grants so costs are a vital factor and he has





1  
2  
3  
4  
5 to satisfy these other requirements. He has to satisfy  
6 the employer. He has to satisfy the student. If the  
7 student gets the job that he is after, I do not think he  
8 complains too much about the academic enrichment in the  
9 course.

10 MR. GISBORN: I do not know whether you  
11 covered this but do you have anything to do with the  
12 enrollment contract between the school and the student?

13 MR. KLARMAN: Well, this is another  
14 thing that the school is required to submit on initial  
15 registration. The school must send us two copies of the  
16 enrollment contract and I examine this and recommend any  
17 changes I think are necessary, before I recommend it for  
18 approval and if there is any changing in this contract,  
19 this must be submitted for approval as well.

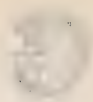
20 MR. EBERLEE: While the Department does  
21 not give its blessing to the content of the courses, or  
22 to the product of these schools, still you feel in the  
23 case of the business college they are probably turning  
24 out a skilled product?

25 MR. KLARMAN: They turn out a product,  
26 or a person who can get a job in the community.

27 MR. EBERLEE: This Committee is concerned  
28 about quality.

29 THE CHAIRMAN: What about a stenographer?  
30 What do they teach, just typing and shorthand?

MR. KLARMAN: They would teach the skills  
that are required. I feel that a school like Shaw's  
or any school who has been operating for a considerable  
period of time, as Shaw's has been, would know or would



THE UNIVERSITY OF CHICAGO

DEPARTMENT OF THE HISTORY OF ARTS

THE HISTORY OF ARTS

THE HISTORY OF ARTS

THE HISTORY OF ARTS

THE HISTORY OF ARTS

THE HISTORY OF ARTS

THE HISTORY OF ARTS

THE HISTORY OF ARTS

THE HISTORY OF ARTS

THE HISTORY OF ARTS

THE HISTORY OF ARTS

THE HISTORY OF ARTS

THE HISTORY OF ARTS

THE HISTORY OF ARTS

THE HISTORY OF ARTS



1  
2  
3  
4  
5 have a pretty good idea what is required by the employer  
6 in that area.

7 In the case of a school like Shaw's,  
8 I feel confident that if a student needs certain addi-  
9 tional teaching, or certain additional subjects, they  
10 would incorporate it in their course. I cannot say the  
11 same for the newer schools, but once they have been in  
12 business for some time, I feel, generally speaking, these  
13 are reputable and they are interested in doing a job.  
14 A good job.

15 MR. EBERLEE: Do you think this  
16 Committee would be on the right track, your personal  
17 opinion, in recommending that our own public schools be  
18 flexible enough so that people could get the kind of  
19 concentrated training that they can get at a place like  
20 Shaw's? They pay the bills, they have to pay to go to  
21 the private trade schools?

22 MR. KLARMAN: You see, each educationist  
23 has his own philosophy. Many people who are not  
24 educationists have their philosophy on education as well.

25 I feel that the teacher, any teacher has  
26 got to perform a service for the student or pupil that he  
27 has, and I feel too, if you are taking a person, you  
28 want to enable him to carry on, to solve his problems,  
29 to make a living, whatever problem he has, after he has  
30 taken your course, and I feel personally that there is  
a tendency for many of our educationists to lose sight  
of the fact that that student may have a problem beyond  
the school.

To this extent the private trade schools,





1  
2  
3  
4  
5 I think generally speaking, are more cognizant of the  
6 fact that there is a practical problem that these people  
7 have. After they take the course, they have to get a  
8 job. These students are their product and they know  
9 their reputation is built on the product that they turn  
10 out. I do not think that many of our educationists in  
our public school system have this viewpoint.

11 MR. EBERLEE: I think probably one  
12 reason why this Committee was set up was to see what can  
13 be done to make the school system more responsive to the  
14 needs of the students and the community as a whole.

15 THE CHAIRMAN: In our secondary schools,  
16 in our commercial course, we have the equipment which I  
17 believe would be used an hour a day, when instructing.  
18 An hour a day. I am sure that is what it is in our own  
19 local high schools, they have one hour instruction a  
20 day and then this equipment sits there. I think it  
could be used to greater advantage.

21 DOCTOR CRISPO: Only twenty per cent of  
22 the time in the non-academic course is going to be devoted  
to the practical training.

23 MR. EBERLEE: I am not thinking so much  
24 of the secondary school as of the trade school level.

25 DOCTOR CRISPO: Also you have got the  
26 two year occupational course which is going to come a lot  
27 closer to what you are speaking of, under the Robarts'  
Plan. This new two year programme.

28 MR. KLARMAN: I have heard of it. I am  
29 not too familiar with it.

30 DOCTOR CRISPO: I do not think it is





1  
2  
3  
4 really in operation, except in a couple of cities.

5 MR. KLARMAN: In my own personal opinion,  
6 unless the educational system or teaching that you have  
7 is tied in directly with the employment needs or the  
8 requirements of the employer in that community, you are  
9 just going to get the same thing as you have got.

10 It is very easy for a teacher in a  
11 classroom to be limited by the four walls of that class-  
12 room and to just carry on in his own way and teach the  
13 things that he feels are important, but unless there is  
14 some tie-in, unless he has some tie-in with industry,  
15 with the requirements of the employers in the area, then  
16 you are going to run into the same problems again. The  
17 whole thing will stand or fall on this tie-in.

18 Your trade schools have this tie-in.  
19 They know they have got to place their students. If they  
20 do not place their students in a job, ultimately it is  
21 going to work back and their student enrollment will  
22 drop and they will be out of the business life or field  
23 of the trade schools. With the public educationists,  
24 it is not that urgent a problem.

25 MR. THOMPSON: When you say that the  
26 trade schools have got this tie-in, does that mean the  
27 principal or someone from the trade school is going out  
28 and meeting industrialists constantly?

29 MR. KLARMAN: This is a problem to go  
30 into, the need to work. In the trade schools, you see,  
when it comes graduation time, all your graduates will  
be looking for jobs, or most of them anyway. Very few  
will take this just for an academic enrichment of some





1  
2  
3  
4  
5 kind, although there are some that do this. Most of  
6 them would be looking for jobs after they have graduated.  
7 They have got your certificate. Then they are looking to  
8 you, "I want a job. Where do I go?"

9 MR. GISBORN: What way is there of  
10 knowing this is a criteria that keeps the trade school  
11 going, the graduation results?

12 MR. KLARMAN: What way is there of know-  
13 ing this?

14 MR. GISBORN: We do not know what their  
15 drop-outs are. The students that get enrolled and get  
16 into trouble, we cannot regulate how they are kicked out.

17 MR. KLARMAN: Other than the complaints  
18 that we get. The school is required to list the number  
19 of drop-outs in each annual return, each annual applica-  
20 tion so we do have this on paper.

21 As far as a dissatisfied student is  
22 concerned, if they complain to us then it is investigated.  
23 Of course, this too, with an adequate staff, could be  
24 looked into in your inspections. If the inspection  
25 included interviews with the students, I think it should  
26 not be too difficult to get a picture of the way the  
27 school is operating and the general atmosphere in the  
28 school.

29 MR. GISBORN: You have to have almost  
30 a complete report of placements, after graduation, the  
drop-outs, and enrollment. All this sort of thing before  
you can really tell whether the private trade school was  
fulfilling a benefit for the student.

MR. KLARMAN: Yes, that is true. I feel





1  
2  
3  
4  
5 any school that has been operating for a great number of  
6 years, as I say, once again like the Shaw Business  
7 School, if their product does not meet the needs, if  
8 these people or a substantial percentage of them do not  
9 get jobs for which they enrolled, then ultimately the  
10 school is going to be out of business. Their enrollment  
11 would drop to the point it would not be possible for  
12 them to operate.

13 MR. GISBORN: I agree with you, if we  
14 had some way of knowing. It does not follow that this  
15 is what keeps them in business. Take the sample of a  
16 circus. People go to a circus this night and get rooked,  
17 and never go back. Tomorrow night they have another  
18 group that goes in there and they get rooked too.

19 MR. KLARMAN: Of course, you can only  
20 rook a person once but the circus moves from one place  
21 to another. These schools are operating in the same  
22 location day in and day out, year in and year out, so  
23 that is a little different from the travelling carney  
24 set-up.

25 MR. GISBORN: They would be a reputable  
26 organization after a certain length of time?

27 MR. KLARMAN: Yes.

28 MR. THOMPSON: I would still like to  
29 follow up on that. In this International Correspondence  
30 Course there seems to be a lack of research on their  
part, which I would have thought they would do for the  
promotion. They did not know how many people have fallen  
out of their courses, or how many had graduated. We  
asked the question could they tell us over the past ten





1  
2  
3  
4  
5 years and they said it would be quite an involved problem  
6 to do this, but they thought it was an interesting  
7 question.

8 I am taking a correspondence course in  
9 Toronto and some fellow is taking it up in Sudbury. We  
10 both might be suckers. We both might be very fortunate  
11 people. I do not know if he has been lucky. I might feel  
12 personally I can make the grade. If I did not, he would.  
13 You never do know what the reputation of any correspondence  
14 course is. You just see an ad in the paper showing some  
15 bright fellow with a door open to untold executive  
16 opportunities and you assume that most of the graduates  
17 got this happy opportunity.

18 MR. KLARMAN: Well, this is true, but  
19 then what about our regular courses now? I graduated in  
20 engineering from the University of Toronto and from what  
21 I have been able to learn, most of the engineering  
22 graduates do not wind up in engineering. They go into  
23 some other field. As far as I am concerned, I have  
24 learned by hard experience that I am not cut out to be an  
25 engineer.

26 MR. THOMPSON: You see, a fundamental  
27 question before our Committee, we might spend a lot of  
28 money on some technical training to find that half the  
29 fellows do not practice engineering.

30 MR. KLARMAN: That is it. How to answer  
this problem? I think the emphasis should be put on what  
are the requirements of the community? I think this  
should be our starting point.

Mind you, you have your students, but I



1  
 2  
 3  
 4 think we should just leave their consideration aside  
 5 temporarily and look at the community. What does the  
 6 community need? What job openings are there? What  
 7 services are needed in the community, and is it possible  
 8 to project into the future to see what the trend will be  
 9 in these needs?

10 Now, if you know this, then you work  
 11 backwards and you say, now, these are the needs of our  
 12 community. We are going to need so many people with  
 13 such and such knowledge and then you go back to your  
 14 potential student body and you select the people that you  
 15 feel are most likely to succeed in this area and work  
 16 through. You give them an opportunity to try out, not  
 17 only taking them aside and just keeping them in a class-  
 18 room, but give them an opportunity to get as much  
 19 experience in the course of their training; get as much  
 20 experience in the actual situation. This is where I  
 21 think you can tie the whole thing in. I think the  
 22 emphasis should be on the needs, the employment needs of  
 23 the community. What is required by the community?

24 If you do that, if you keep this fore-  
 25 most in your mind, then I think the tendency for the  
 26 educationists to veer away is going to be cut down. This  
 27 is what I feel the trade school does, by and large, over  
 28 a period of time.

29 MR. THOMPSON: The trade school might  
 30 be like a voluntary organization which is pointing out  
 a need that the total community, or the government  
 should take over.

MR. KLARMAN: Exactly. There is a good





1  
2  
3  
4  
5 example of that in this data processing field. You see,  
6 these operators --- I suppose you could use the term  
7 "operators". They are not always too likeable. For  
8 want of a better term these operators or these people get  
9 in and they see a need. They see the sudden expansion  
10 for the need for jobs in this data processing field, and  
11 overnight they open up an operation. Here you see the  
12 similarity to your circus type of operator. Today they  
13 may be in electronics. They see the need for electronic  
14 people, or if you like, suckers helped by this type of  
15 course. The need drops off, so they are into another  
16 field like data processing. This is an expanding field  
17 and apparently there are all kinds of job opportunities.

18 The first people into that area are your  
19 private trade schools. Then later your public school  
20 system comes into it and this is what I had in mind by  
21 giving you this sort of analogy or my ideas on it.

22 If we had some way we could keep a tab  
23 on the needs of the community with respect to employment  
24 opportunities, and then gear our system to make it  
25 flexible enough to meet these needs when they are required  
26 and to look ahead to the potential needs, see the year  
27 after, then you have an integrated system and you do not  
28 run into this problem of having equipment that you buy  
29 because some educationist feels you need the equipment and  
30 then it sits for eighty per cent of the time or more.

MR. GISBORN: How many private schools  
are operating in the Province?

MR. KLARMAN: Approximately one hundred  
and fifty.





1  
2  
3  
4  
5 MR. THOMPSON: About five thousand  
6 enrollment in them?

7 MR. KLARMAN: An average of fifty.  
8 I intend to incorporate this into the next Minister's  
9 Report. I regret that it was not in the last Minister's  
10 Report, but I want to make a tabulation of the enrollment  
11 that we get from the applications. This is a rough  
12 estimate: An average of fifty per school.

13 MR. GISBORN: Did you also say there has  
14 been occasion to close some of them up?

15 MR. KLARMAN: Yes. Not in my experience  
16 but I have been told that the experience of my predecessors  
17 was to close them up.

18 There is one school in the data pro-  
19 cessing field, depends on the end of the year what the  
20 situation is but unless it changes very radically this  
21 school will not be recommended for registration for 1963.

22 MR. EBERLEE: The courses vary in length  
23 of time but how do the fees run?

24 MR. KLARMAN: Well, the fees are fairly  
25 substantial. You get into the electronics course, it  
26 comes to about \$800.00, \$900.00.

27 MR. EBERLEE: For a year?

28 MR. KLARMAN: Yes, this is about a year's  
29 instruction.

30 MR. GISBORN: Does the regulation  
provide that to run a trade school you have to get  
registration from the provincial government, or can they  
open one and operate it as an unregistered school?

MR. KLARMAN: Not if it is a trade under





1  
2  
3  
4 the Act or the regulation, no.

5 MR. THOMPSON: Obviously the private  
6 trade school does not want the Government taking over  
7 what may be a need and it is not going to promote  
8 Government to develop its curriculum to take some lead  
9 in data processing. Do you have a relationship with the  
10 Department of Education? Has anyone investigated the  
11 success of certain trade schools and suggested perhaps  
12 this is a broad community need and should be covered by  
13 the public school system?

14 MR. KLARMAN: I think this is what has  
15 happened in the data processing area. It has eventually  
16 filtered through to our public school system and courses  
17 are being planned or set up in this area but the trade  
18 schools have been in this area for a couple of years now.

19 MR. THOMPSON: Do you liaise with the  
20 Department of Education?

21 MR. KLARMAN: Yes. I am in the Depart-  
22 ment of Education. Actually this is a problem because  
23 you can be in there and you can offer your opinion, but  
24 unless you are asked --- well this it is: If they come  
25 to you and want your opinion, then you can give it. You  
26 can offer your opinion and maybe it will be accepted and  
27 maybe not.

28 MR. GISBORN: Do I take it the Department  
29 of Labour has no interest in the trade school act as it  
30 is implemented?

MR. KLARMAN: There are some schools  
that they are interested in. Their trades are limited to  
the building trades and motor vehicle repair, and the





1  
2  
3  
4  
5 hairdressing and barbering. This is mostly the trades  
6 that they are concerned with.

7 Any of these other skills, like the  
8 Chicago Vocational School that have been permitted to  
9 operate, they are interested in the operation of this  
10 school although the school does not come under their  
11 jurisdiction as far as their Act is concerned.

12 THE CHAIRMAN: What happens in the case  
13 where they take a course in diesel mechanics. How  
14 do they get a licence?

15 MR. KLARMAN: They cannot actually, not  
16 on the basis of that course and this is required by the  
17 regulation to be written into their contract that they  
18 can receive no apprenticeship credit as a result of taking  
19 this course. Actually it does not mean too much, because  
20 they could not practice.

21 THE CHAIRMAN: They can if it is on  
22 stationary engines.

23 MR. KLARMAN: I believe so. I am not  
24 too sure as to the limitation of the Act but I think it  
25 is motor vehicle repair. I think that is the only  
26 designation in the Apprenticeship Act and possibly these  
27 other areas, diesel mechanics, are just outside that.

28 THE CHAIRMAN: They are stationary or  
29 commercial equipment?

30 MR. KLARMAN: Yes, possibly.

MR. EBERLEE: With regard to Mr. Gisborn's  
question, there is an inter-relationship between this  
Act and the Department of Labour. That is, that the  
Minister of Labour has to give his approval before the





1  
2  
3  
4  
5 Department of Education can register a school that is  
6 teaching a trade that is designated under the Apprentice-  
7 ship Act.

8 MR. KLARMAN: I do not know that this is  
9 written into the Act.

10 MR. EBERLEE: This is in your second  
11 last section.

12 MR. GISBORN: Would it be possible for  
13 us to get a sample copy of the contracts and forms you  
14 handle through your Department?

15 MR. KLARMAN: We can make photostats.

16 MR. GISBORN: We want a sample of the  
17 contracts, sample registration forms.

18 MR. KLARMAN: Yes, we can make photo-  
19 stats, as many as you like.

20 MR. THOMPSON: I would like to see one  
21 in which is written this course not approved by the  
22 Department of Labour for apprenticeship. I have seen one  
23 of these. I thought it was not very clearly stated.  
24 This was some time ago. It might be that a student could  
25 sign the contract and could miss this.

26 MR. KLARMAN: This could be possible in  
27 any clause that you put in a contract. This should be  
28 available. As I say, the Chicago Vocational people are  
29 in this area and I am sure that there are other schools  
30 in this area as well.

THE CHAIRMAN: Any further questions,  
gentlemen?

MR. THOMPSON: In my own mind I have some  
confusion why trade schools have been under the Department





1  
2  
3  
4  
5 of Education rather than under the Department of Labour.  
6 The Department of Labour was designating trades, but has  
7 it always been under the Department of Education?

8 MR. KLARMAN: As far as I know, yes.

9 DOCTOR CRISPO: If I want to set up a  
10 private school on bricklaying, that would not come under  
11 your Department?

12 MR. KLARMAN: No.

13 DOCTOR CRISPO: It would come under the  
14 Department of Labour?

15 MR. KLARMAN: Yes.

16 DOCTOR CRISPO: And barbering and  
17 hairdressing, refrigeration and all the other trades in  
18 general?

19 MR. KLARMAN: Yes.

20 MR. BRUNFLE: What about a school for  
21 cooking?

22 DOCTOR CRISPO: It is not designated yet.

23 MR. EBERLEE: There is a course being  
24 provided in P.I.T. I think.

25 DOCTOR CRISPO: If it is designated then  
26 you no longer have any control over it?

27 MR. KLARMAN: If it is designated under  
28 our regulations, we have control.

29 DOCTOR CRISPO: If it is designated  
30 under the Apprenticeship Act it passes out of your juris-  
diction?

MR. KLARMAN: That is right.

MR. EBERLEE: Under the Apprenticeship  
Act a trade school means a school for trades other than



1  
2  
3  
4 a school or college that is subject to the jurisdiction  
5 of the Department of Education.

6 THE CHAIRMAN: And the other Act is  
7 worded just the opposite.

8 MR. EBERLEE: And then it says:  
9 "Subject to the regulations of the Board ...(reads)..."

10 DOCTOR CRISPO: You do not licence  
11 schools that come under the Apprenticeship Act, do you?

12 MR. EBERLEE: Perhaps they do not.  
13 Their Act contemplates they might.

14 DOCTOR CRISPO: I assume that if the  
15 school comes under the apprenticeship trades as designated  
16 in the Apprenticeship Act, they will have nothing to do  
17 with your Department at all? They will all come under  
18 the Department of Labour?

19 MR. KLARMAN: Unless we have been so  
20 requested to do so by the Department of Labour.

21 DOCTOR CRISPO: I gather it has not been  
22 done as yet?

23 MR. KLARMAN: There was a school closed  
24 down, there was a school of auto body repair that was  
25 operated in Hamilton under our Act.

26 At the time that I discussed this with  
27 Mr. McNeill I got the impression they did not have the  
28 power to supervise schools but from what you have read  
29 there, they apparently have. I did not question this.  
30 He told me this so I accepted it.

MR. MORNINGSTAR: There is some mis-  
understanding here. Some is under the Department of La-  
bour, some under the Department of Education. Where do





1  
2  
3  
4 you draw the line?

5 MR. EBERLEE: Probably everything should  
6 be brought together.

7 MR. BRUNELLE: Would it not be desirable  
8 to have it under one administration?

9 MR. KLARMAN: Yes.

10 MR. THOMPSON: What would happen if I  
11 started a school to build swimming pools which encompasses  
12 bricklaying as well as some plastering? Who would  
13 register that?

14 MR. KLARMAN: Well, to whom would you  
15 apply? If you would apply to me, I would check immedi-  
16 ately with the Department of Labour in this area, after  
17 checking our own designated trades, to see if it comes  
18 under this.

19 DOCTOR CRISPO: You check with Mr.  
20 McNeill.

21 MR. KLARMAN: If it comes under the  
22 Department of Labour at all, I would get clearance from  
23 them. We have enough difficulties without running into  
24 this type of inter-departmental friction. I would clear  
25 with them and if they felt it was not under their  
26 jurisdiction, then we would go ahead and register them.

27 MR. THOMPSON: For anything that was not  
28 under their jurisdiction?

29 MR. KLARMAN: Not anything. If it is not  
30 covered by the Act or regulations, then it is not within  
our jurisdiction.

MR. GISBORN: I take it you have a list  
of the hundred odd trade schools and their vocations?





1  
2  
3  
4  
5 MR. KLARMAN: Yes. This is in the  
6 Minister's Report. There is a list of all the trade  
7 schools and their locations.

8 MR. EBERLEE: Would you like a copy of  
9 that? We can have that piece extracted from the Minister's  
10 Report.

11 THE CHAIRMAN: I think we all have it.  
12 We should all have it. Any further questions?

13 MR. KLARMAN: How many contracts would  
14 you like and to whom should I send them?

15 THE CHAIRMAN: To Mr. Eberlee, our  
16 Secretary. Perhaps half a dozen different contracts,  
17 one copy of each. Thank you very much, Mr. Klarman.

18 MR. EBERLEE: There were two or three  
19 letters that came into the Committee. Do you want me to  
20 read them now?

21 THE CHAIRMAN: Yes.

22 MR. EBERLEE: This is a letter from Mr.  
23 Rowland G. Hill.

24 LETTER FROM

25 INTERNATIONAL UNION OF OPERATING ENGINEERS

26 Mr. Thomas Eberlee, September 21st, 1962  
27 Secretary, Committee on Apprenticeship,  
28 Parliament Buildings,  
29 TORONTO, Ontario.

30 Dear Sir:

On behalf of the International Union  
of Operating Engineers the writer wishes to draw to the





1  
2  
3  
4  
5 attention of the members of the Committee on Apprenticeship the following facts:

- 6 1. There is no form of apprenticeship on training plan  
7 for Heavy Duty Equipment Operator or Mechanics in  
8 the Construction Field.  
9 2. Our organization is desirous of setting up some form  
10 of apprenticeship in this field and would be willing  
11 to participate in a meeting convened by the Department of Labour with any parties willing to embark on  
12 such a program.

13 For the information of the Committee  
14 our organization does participate in such programs elsewhere in the interests of safety and efficiency of  
15 operation.  
16

17 We have no brief to present at this time,  
18 however, if the members of the Committee feel that there  
19 is merit in a personal appearance before the Committee,  
20 we would only be too pleased to co-operate.

21 Yours truly,

22 Rowland G. Hill,  
23 Canadian Director.

24 MR. BOYER: What type of machinery  
25 would it be?

26 THE CHAIRMAN: Heavy road building.

27 MR. BRUNELLE: There is a course in the  
28 Port Arthur area for heavy equipment.

29 THE CHAIRMAN: Who would operate that?

30 MR. BRUNELLE: I had one of my constituents inquiring about this and I wrote or phoned to





1  
2  
3  
4 the Provincial Institute of Trades and they told me there  
5 was a course being given at either Fort William or Port  
6 Arthur, at the Lakehead.

7 DOCTOR CRISPO: I think it is the Lake-  
8 head College of Arts.

9 MR. EBERLEE: I think Mr. Hill is think-  
10 ing primarily of apprenticeship courses, a real apprentice-  
11 ship course of a designated trade, possibly with  
12 certification.

13 MR. GISBORN: Do you think he means more,  
14 say, for the mechanical?

15 DOCTOR CRISPO: I think he means both.  
16 One for the operator and one for the mechanical.

17 THE CHAIRMAN: We would have no way of  
18 knowing how many garages there are or how many apprentices  
19 they have.

20 DOCTOR CRISPO: I do not know how you  
21 would get your training now. I suppose you get up beside  
22 someone else and watch. My experience was outside of the  
23 engine, the engine comes under the diesel mechanical  
24 trade, the repair of the rest of the equipment is almost  
25 manual work. It is set right out in the manual. Each  
26 operating piece is removeable and replaceable. The engine  
27 itself would be under the diesel mechanic.

28 MR. BRUNELLE: This course at the Lake-  
29 head, I think, is mainly for the operation. For instance,  
30 at Little Long Rapids this major plant was trying to get  
experienced people to operate these big machines that are  
very expensive. Some cost as much as eighty and one  
hundred thousand dollars. They feel they need experienced,





1  
2  
3  
4  
5 knowledgeable personnel, otherwise they are liable to  
6 wreck the machinery on their first trial.

7 They are away up forty or fifty miles  
8 north of Kapuskasing. If they break the machinery, it  
9 would be most expensive to repair.

10 THE CHAIRMAN: This is a course on  
11 operating and maintenance as well?

12 MR. BRUNELLE: Yes, but mainly operation.

13 MR. GISBORN: I would like to have  
14 further suggestions of exactly what he means, whether he  
15 means to set up an apprenticeship course for the operating  
16 or mechanical end of it. How do they suggest we do it?  
17 I cannot figure it out.

18 DOCTOR CRISPO: I wonder if you need  
19 concern yourselves as to a specific trade?

20 MR. MORNINGSTAR: Why not reply to this  
21 letter and ask him to appear before the Committee and  
22 submit a brief. They said they would be glad to do it.

23 THE CHAIRMAN: This is from the Inter-  
24 national Union of Operating Engineers but we have not  
25 heard anything from anyone who operates heavy equipment  
26 saying that there is a need for this.

27 MR. BRUNELLE: I would suggest we  
28 obtain information from the Provincial Institute of  
29 Trades. This is a new course on the operation of heavy  
30 machinery and perhaps we could have information as to just  
what this course is and where it is being conducted.

MR. EBERLEE: Then there is a letter  
here from Mr. Thomas Davis, in St. Catharines.





LETTER OF

MR. THOMAS DAVIS, ST. CATHARINES, ONT.

Thomas Davis,  
70 Jarrow Rd.,  
St. Catharines, Ont.  
July 17/62

Mr. T. M. Eberlee,  
Secretary,  
Room 262  
Parliament Buildings,  
Toronto.

Dear Mr. Eberlee:

In a recent conversation with our district representative Mr. Vern Swan my attention was drawn to your investigating committee on manpower training on which I would like to comment.

First regards to apprenticeships. I feel that the previous education grade eight was sufficient because it was proven during the last war that men selected for trades with higher education were unsuitable often unable to adapt themselves to the use of tools. I think it would be to everyone's advantage to have pupils in schools made familiar with the requirements of the apprenticeship act.

Garages and repair shops in this area at least, are often violating the trade by using young men for extra help with the pretence of getting them their trade. I think all these places should be posted stating the requirement of the act.





1  
2  
3  
4  
5 The mechanical trade seems to have  
6 deteriorated due to poor wages. There are many places  
7 paying laborers two dollars an hour which is about  
8 standard in this area. There should be a major effort  
9 to bring the rate up to other trades. A mechanic is  
10 required to supply and maintain tools upward to one  
11 thousand dollars for which he is allowed no depreciation.  
12 I know quite a few excellent mechanics who have abandoned  
13 the trade for this reason. We all know most all other  
14 trades are controlled by unions of American origin, let  
15 us try to bring this trade up without outside help.

16 Enforcing of the trade requirements  
17 could be done more effective by the appointment by our  
18 government of certified mechanics in each area to inspect  
19 vehicles for mechanical safety as they do in New York  
20 State. This would bring out accident toll down also  
21 give better check on service garages.

22 Thanking you for your indulgence,

23 Yours respectfully,

24 Thomas Davis.

25 MR. BOYER: Where is it written from?

26 MR. EBERLEE: St. Catharines. I feel  
27 when these people write in a letter of this kind, rather  
28 than just burying it in my file, I should read it to the  
29 Committee.

30 Then there was a letter from Mr. Hamilton,  
Secretary-Treasurer of the Ontario Federation of Labour,  
enclosing correspondence received from Mr. H. M. Boreski,  
the General Secretary of the Fort William-Port Arthur





and District Labour Council.

## LETTER OF

H. M. BORESKI.

Mr. D. F. Hamilton

June 29, 1962

Secretary-Treasurer,  
Ontario Federation of Labour,  
33 Cecil St.,  
Toronto 2B, Ontario.  
Dear Bro. Hamilton:

Our recent Labour Council meeting considered Minutes of the June 15th O.F.L. Executive Council meeting held in Toronto.

The following resolution was endorsed:

"That we write the O.F.L. suggesting they as the Premier of Ontario to encourage the Select Committee on Manpower Training to hold public hearings somewhere in Northwestern Ontario, in addition to any hearings that might be held in Southern Ontario."

Fraternally yours,

(signed) H. M. Boreski,

General Secretary.

THE CHAIRMAN: I think we should answer it and ask him if there are briefs, and how many would be at the Lakehead. If there are half a dozen, we should hear them there.

MR. EBERLEE: As a matter of fact, there has not been any indication of even one.





1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30

THE CHAIRMAN: We will adjourn now  
until ten o'clock tomorrow morning.

--- Hearing adjourned until 10.00 p.m.,  
September 28th, 1962.









SELECT COMMITTEE ON MANPOWER TRAINING

Hearings held before the Select  
Committee on Manpower Training, at  
the Parliament Buildings, Toronto,  
Ontario, commencing at ten a.m.,  
on September twenty-eighth, 1962.

PRESENT:

MR. J. R. SIMONETT	CHAIRMAN
MR. J. H. WHITE	MEMBER
MR. J. CHAPPLE	MEMBER
MR. R. BRUNELLE	MEMBER
MR. J. BOYER	MEMBER
MR. A. E. THOMPSON	MEMBER
MR. R. J. HARRIS	MEMBER
MR. R. GISBORN	MEMBER
MR. E. P. MORNINGSTAR	MEMBER
MR. A. CARRUTHERS	MEMBER
MR. J. MORIN	MEMBER
MR. T. EBERLEE	SECRETARY
DR. J. CRISPO	DIRECTOR OF RESEARCH
PROFESSOR LOGAN	





--- On commencing at 10.00 a.m.

THE CHAIRMAN: Gentlemen, we have a group with us this morning representing the International Association of Bridge, Structural and Ornamental Ironworkers. Mr. Kobryn is here to present their brief; so, I would ask Mr. Kobryn to come up and take a seat here, if you will, please.

I wonder if you would like to introduce the rest of your group, Mr. Kobryn.

MR. KOBRYN: The gentleman sitting against the wall, in the front row, is Mr. Ed. Fines, from the Port Arthur local. Next to him is Mr. Allan MacIsaac, from the Toronto local. Then there is Mr. Ken Childs, from the Hamilton local; Mr. George Allen from Toronto and Mr. Dosithe Robichaud, from Sudbury.

THE CHAIRMAN: Welcome to our meeting this morning, gentlemen. You may sit down, if you like, Mr. Kobryn.





SUBMISSION  
OF THE  
IRONWORKER'S DISTRICT COUNCIL OF EASTERN CANADA,  
CHARTERED BY THE INTERNATIONAL ASSOCIATION OF BRIDGE,  
STRUCTURAL AND ORNAMENTAL IRONWORKERS.

PRESENT:

MR. H. KOBRYN  
MR. K. CHILDS  
MR. A MacISAAC  
MR. E. FINES  
MR. G. ALLEN  
MR. D. ROBICHAUD

MR. KOBRYN: In addition to the books and everything we have submitted to this Committee, there is a set of blueprints that go with the curriculum, for the information of the Committee.

THE CHAIRMAN: You may proceed.

MR. KOBRYN: The Ironworker's District Council of Eastern Canada is composed of six Outside Erection Local Unions whose members work on field construction and, three Shopmen Local Unions whose members work for Structural Steel Fabricators and in the Ornamental Iron, Bronze, Wire and Metal Specialty Fabricating Industry which supplies the materials for the members of our Outside Locals to erect and install.

Our object is to encourage and develop a higher standard of skill to cultivate feelings of friendship among the craft, to equitably distribute





opportunities of employment, to secure by legal and proper means pay commensurate with the hazard, physical and mental taxation and exhaustion in an average life endured by its members in performing services of the trade, to discourage piece work and promote safe and reasonable methods of work, to cultivate the moral, intellectual and social conditions for the well-being of all its members, their families and dependents and in the interest of a higher standard of citizenship.

APPRENTICESHIP ACT:

We are of the opinion that the Apprenticeship Act of Ontario is very helpful in training apprentices, and our opinions are based on the results of other trades in the construction field, but we find that existing programs available are not sufficient. We have a very diversified and hazardous trade which requires a great amount of training; yet in all the years of its existence there has been no attempt made by Industry to set up an Apprenticeship Program in this Province.

Since 1959 this Union has been pressing steadily for such a program to get underway and it has really been an uphill battle.

Apprenticeship Programs have existed in our International Union for many years and we have not been asleep at the switch. Our Union has a definite program mapped out with a full set of Text Books covering all phases of our trade, which I will cover in detail later in this Brief.





THE IRON WORKER TRADE:

In stating that we have a very diversified and hazardous trade you must understand what type of work the members of this Union are called upon to do and by whom it is done.

The members of this International Association of Bridge, Structural and Ornamental Iron Workers, in their Shops and on the Outside, perform the following work: -- The fabrication, erection and construction of all iron and steel, ornamental lead, bronze, copper, brass and aluminum, all ferrous and nonferrous metals, precast, prestressed and poststressed concrete structures, application of all sealants such as Thiokol, Neoprene and similar types used to seal metal to metal surfaces, bridges, viaducts, inclines, dams, docks, dredges, vessels, locks, gates, aqueducts, reservoirs, spillways, flumes, caissons, cofferdams, subways, tunnels, cableways, tramways, monorails, blast furnaces, stoves, kilns, coolers, crushers, agitators, pulverizers, mixers, concentrators, ovens, cupolas, smoke conveyors, pen stocks, flag poles, drums, shafting, shoring, fur and storage rooms, fans and hot rooms, stacks, bunkers, conveyors, dumpers, elevators, vats, enamel tanks and vats, tanks, towers, pans, hoppers, plates, anchors, caps, corbels, lintels, Howe and combination trusses, grillage and foundation work, all grading buck, partitions, hanging ceilings, hangers, clips, brackets, flooring, floor construction and domes, rolling shutters, curtains, frames, kalomeined and iron doors, cast tiling, air ducts, duct and trench frames and plates,





all wire work, railings, including pipe, guards, fencing, grill work, skylights, canopies, marquees, awnings, elevator and dumb waiter enclosures, elevator cars, tracks, facias, aprons, sash, fronts, lockers, racks, book stacks, metal furniture, chutes, escalators, stairways, ventilators, fire escapes, signs, jail and cell work, safes, vaults, vault doors, safety deposit boxes, corrugated sheeting when attached to steel frames, frames in support of boilers, materials altered in the field such as framing, cutting, bending, drilling, burning and welding, including acetylene gas and electric machines, metal forms and false work pertaining to concrete construction, sectional water tube and tubular boilers and stokers, travelling sheaves, vertical hydraulic elevators, bulkheads, skip hoists; the making and installing of all articles made of wire and fibrous rope; all rigging in shipyards, vessels and Government Departments; false work, travellers, scaffolding, pile drivers, sheet piling, derricks, cranes, the erection, installation, handling of same on all forms of construction work, all railroad bridges including their maintenance; the moving, hoisting and lowering of machinery, and the placing of same on foundations, including in bridges, cranes, derricks, buildings, piers and vessels; the loading, unloading, necessary maintenance, erection, installation, removal, wrecking and dismantling of all the above and all housesmith work and submarine diving in connection with or about same.

Structural and Ornamental Iron Workers,  
Reinforcing Iron Workers (Rodmen), and Riggers erect,





1  
2  
3  
4  
5 assemble or install fabricated structural metal products,  
6 steel floor decking and corrugated metal materials, pre-  
7 cast, prestressed and poststressed concrete structural  
8 shapes of all designs in the construction of industrial,  
9 commercial, institutional and large residential buildings.  
10 In addition they move and place the necessary machinery  
11 and heavy equipment on their foundations. These are  
12 distinct trades within the craft and a well skilled  
13 craftsman is able to perform in all of these trades.

14 A Structural Iron Worker erects the  
15 steel framework of bridges, buildings and other structures  
16 including metal storage tanks and overhead crane runways  
17 that support heavy equipment. They install steel floor  
18 decking, vault doors and their frames. They also erect  
19 precast and prestressed concrete shapes in buildings and  
20 structures and the precast and prestressed floor and  
21 roof slabs that go on these and other buildings.

22 In erecting a steel framework or  
23 structure, structural iron workers take the steel shapes  
24 already fabricated in the shops by other workers and hoist  
25 them into place in the proper order. Next, they  
26 temporarily connect all the steel shapes with bolts,  
27 accurately aline the strudture and rivet, weld or  
28 permanently bolt the parts. In the construction of a  
29 large building workers generally do not perform all of  
30 these operations. Instead, separate gangs perform a  
particular operation such as rivetting, connecting,  
hooking, tagging, welding and cutting, bolting up,  
plumbing, layout, reaming and drilling. A similar  
procedure takes place in the erection of precast and





1  
2  
3  
4 prestressed concrete of all types.

5 Ornamental Iron Workers install metal  
6 stairways, catwalks, floor grating and iron ladders such  
7 as those used extensively in powerhouse and chemical  
8 plants, as well as metal window sash and doors, grilles,  
9 and screens (like those used in bank tellers' compart-  
10 ments and elevators), metal cabinets and safety deposit  
11 boxes. They also install decorative iron work on  
12 balconies, lamp-posts, gates and fences.

13 In addition to the iron and steel,  
14 ornamental iron workers work with aluminum, brass and  
15 bronze metal shapes, frames and panels. The metal  
16 shapes, frames and panels which they install have usually  
17 been fabricated in a factory or a shop. Included in  
18 this category are recently developed curtain wall, window  
19 wall and many types and designs of ornamental and func-  
20 tional building facias which have greatly increased the  
21 need for these highly skilled ornamental iron workers.  
22 They fasten these metal products permanently to a  
23 building or other structure by bolting, setting in  
24 concrete, or welding.

25 Reinforcing Iron Workers (Rodmen)  
26 set steel bars in concrete forms to reinforce the concrete  
27 structures. They place the steel bars on suitable  
28 supports in the concrete form and tie the bars together  
29 at intersections, so that each bar receives its intended  
30 structural load. The bars are placed in the concrete  
form according to blueprints, specifications or verbal  
instructions. The Rodmen use steel pliers and other  
tying tools to wire the rods securely in place. Some





1  
2  
3  
4 concrete reinforcing is in the form of coarse mesh made  
5 of heavy steel wires. When using mesh, the Rodmen  
6 measure the surface to be covered, cut and bend the mesh  
7 to desired shape, place the mesh over the area to be  
8 reinforced and hammer it into place. On many of the jobs  
9 the reinforcing steel is fabricated on the job site and  
10 our members have to be fully familiar with the bending  
11 schedule and with the bender and the cutting tools such  
12 as shears and burning outfit.

13 Iron Worker - Rigger does the moving,  
14 hoisting, lowering and placing of machinery and heavy  
15 equipment on foundations in buildings and on structures.  
16 They have to have full knowledge in the erection,  
17 installation and handling of all cranes such as (overhead,  
18 monorail, gantry, etc.), derricks such as (guy, stiffleg,  
19 chicago booms, etc), land rigs such as (truck, crawler,  
20 locomotive), that are used in the rigging operations.  
21 Also they must handle rollers, jacks and timbers where  
22 power equipment cannot be used to move the machinery, or  
23 they use these articles in conjunction with the power  
24 equipment. In addition they have to reeve up the blocks  
25 and sheaves on these rigs and be able to do cable  
26 splicing, line splicing, welding and cutting.

27 Structural, Ornamental, Reinforcing  
28 (Rodmen), Rigger, Iron Workers are employed primarily on  
29 new industrial and commercial construction. They also do  
30 a great deal of alteration work, for example, they may  
install steel stairs in old apartment or commercial  
buildings or they may add window guards to an existing  
building for burglary protection. These workers also





do a large amount of repair work such a repairing, bridges, buildings, and industrial plants, etc., replacing machinery, conveyors and the like in these plants.

In all these various branches within our organization there is possibly one city in Ontario where a portion of the members could specialize in any one phase of this trade and that is here in Toronto. In the remainder of the Province the majority of our members have to have a working knowledge of all the phases and skills of this trade in order that they can work for the various specialty employers so as to achieve a fair continuity of employment. The proposed Apprenticeship Program as we have drafted up could assure all future Iron Workers the full knowledge of our whole trade, completion of a three year apprenticeship is recommended by training authorities generally as the best way to learn this trade.

Apprenticeship applicants are required to be between the ages of eighteen and thirty with pronounced aptitude and interest in this craft and be in good physical condition to perform the required work and, they may be required to take a medical examination because of the hazardous nature of the work due to it being performed at various heights.

The Apprenticeship Program for this trade consists of six thousand (6,000) hours (three (3) years) of on-the-job training, in addition to related classroom instruction.

On-the-job instruction is given either by the Foreman or an experienced Journeyman. The following is a general summary of a typical program: --

do a large amount of repair work such as repairing,

bridges, buildings, and industrial plants, etc., no

placing machinery, conveyors and the like in these plants

in all these various branches within

our organization there is possibly one city in Ontario

where a portion of the members could specialize in any

one phase of this trade and that we have in Toronto, on

the remainder of the Province the majority of our members

have to have a working knowledge of all the phases and

skills of these trades in order that they can work for the

various rapidly expanding industries as well as for

various phases of construction. The program of training

Program as we have drafted up could assume its place first

where the full knowledge of all these trades, construction

and the other trades is recommended by training

and the other trades as the best way to learn this trade

and the other trades are required

to be between the ages of eighteen and thirty when

physical aptitude and interest in these crafts and be in

good physical condition to perform the required work and

they may be required to take a medical examination

because of the hazardous nature of the work due to its

being performed at various heights.

The Apprenticeship Program for this

trade consists of six classes (6,000 hours) (3)

years) of on-the-job training, in addition to related

on-the-job instruction is given either

by the Foreman or an experienced journeyman. The following

is a general summary of a typical program: --



Learns how to use, care for and handle safely the tools, machines, equipment and materials commonly used in the trade; learns how to read blueprints and working drawings; learns how to form, shape, drill, tap and erect and assemble various metal structures; learns how to layout and assemble steel stairs, fire escapes, grilles, railings, fences, doors and related metal structures; learns arc and gas welding; gas cutting, bolting and rivetting; and how to repair and alter metal structures.

In addition, the apprenticeship program generally includes a minimum of one hundred and forty-four (144) hours a year of related classroom instruction in subjects such as drafting, blueprint reading and mathematics applicable to layout work. An area-wide Apprenticeship Program covering the Province is necessary and it should be supervised by an Apprenticeship Committee or Committees composed of representatives of the International Association of Bridge, Structural and Ornamental Ironworkers Local Union and the local Employer Group.

Ratio of Apprentices' to Journeymen is set out in our Apprenticeship Training Standards which is one Apprentice may be employed by a contractor for each seven Journeymen on the contractors payroll for structural and reinforcing iron workers or riggers: One Apprentice may be employed for each four sheeting, ornamental or finishing Journeymen on the contractors payroll, and one Apprentice may be employed for every two fencing Journeymen on the contractors payroll.

...the tool,  
machines, equipment and materials commonly used in the  
trade; it also has to test instruments and control devices  
used in the trade; it has to test, repair, and erect and  
assemble various metal structures; it has to level  
and season in steel, iron, and aluminum, brass, and  
copper, and repair metal structures; it has to  
and gas welding, brazing, and riveting;  
and how to repair and alter metal structures.  
In addition, the program includes a  
general, inclusive, training of the student in the  
(1) how to use of various instruments, instruments in  
subjects such as electrical, mechanical, and  
mechanics applicable to the work. In each of  
apprenticeship program covering the training as necessary  
and it should be emphasized by an appropriate  
Committee of (Consistent) composed of representatives of  
the International Association of Machinists, Electrical and  
Ornamental Ironworkers Local Union and the local employer  
group.  
...of the program, to determine  
is set out in the Apprenticeship Training Standards which  
is one apprentice may be employed by a contractor for  
each seven (7) days, and the contractor must pay for  
attendance and maintaining from weeks or months; one  
apprentice may be employed for each four (4) weeks.  
Ornamental or Ironworking apprentices on the contractors  
payroll, and one apprentice may be employed for every two  
leading journeymen on the contractors payroll.



IRON WORKER SHOPMEN:

Our Shopmen who work in the metal fabricating industry have as great a need for Apprenticeship Training as our members in the Outside Locals. Our Union in the United States have Apprenticeship Programs going in the various States under the Joint Apprenticeship Committee with equal members from our Union and the Structural Steel Fabricators and Ornamental Metal Fabricators. These Programs have been very successful. Apprentices in the fabricating industry have quite a schedule of processes to cover as readily can be seen from a sample of the schedule used as follows:

STRUCTURAL STEEL FABRICATORS APPRENTICES' WILL RECEIVE TRAINING IN THE FOLLOWING

<u>PROCESSES</u>	<u>APPROXIMATE HOURS</u>
Tools, Material and Equipment	440
Hook Tending and Crane Operating,	104
Machine Operating (including drilling, reaming,	
Punching, Shearing, Milling, Bending and	
Straightening),	720
Rivet Heating, Bucking and Rivetting,	680
Burning,	400
Welding,	680
Fitting and Layout,	2,200
Template Making, Developing and Inspecting,	2,200
Total Work Experience --	7,424
Related School Training	576
Grand Total --	8,000





ORNAMENTAL METAL FABRICATOR APPRENTICES' WILL RECEIVE  
TRAINING IN THE FOLLOWING

PROCESSES	APPROXIMATE HOURS
Tools, Material and Equipment,	304
Machine Operating (Including Drilling, Reaming, Tapping, Punching, Shearing, Sawing, Milling, Grinding and Polishing),	600
Metal Heating and Shaping,	320
Burning,	320
Welding, Brazing and Soldering,	760
Wire Work and/or Related Shop Work,	520
Layout, Assembling and Fitting,	3,000
Measuring and Template Making,	800
Non-Ferrous Metal Work,	800
Total Work Experience --	7,424
Related School Training	576
Grand Total --	8,000

This is a distinctly different Apprenticeship Program from the one of the members of the Outside Locals and the Ratio of Apprentices is also different. In each Shop which employs two (2) or more structural steel or ornamental metal fabricators steadily they may have one Apprentice, and one additional Apprentice for every four (4) additional structural steel or ornamental metal fabricators steadily employed. The need for training for all our groups is equally necessary under similar training standards.





JOINT APPRENTICESHIP COMMITTEE:

I will attempt to answer another question posed as to the responsibility for setting up an adequate Apprenticeship Program. In our case the Apprentice should be indentured with the Industry and Labour Board of the Department of Labour under the auspices of the Iron Worker Joint Apprenticeship Committee composed of three members from the Employers Group and three members from the Union. This Committee would act as an Employer Agent to place all Apprentices under agreement with an Employer or Employer's Agent for the term of the Apprenticeship.

Where it is impossible for an individual employer to provide the diversity of experience necessary to give the Apprentice all-round instruction or trade experience in the various branches of the trade, or where the Employer's business is of such a character as to not provide continuous employment over the entire period of Apprenticeship, the Committee may be designated as the Employer's Agent and, as such, may sign an agreement with the Apprentice which readily permits transfer of an Apprentice from one Employer to another according to agreed procedures. This Agreement, however, would not obligate the Employer's Agent to actually employ the Apprentice but only provide that it should use its best endeavour to keep the Apprentice continually employed.

The reason I stress Iron Worker Joint Apprenticeship Committee so emphatically, in all the years craftsmen of this trade have been around this Industry has made no attempt in this Province to set up Apprenticeship





1  
2  
3  
4  
5 Training. It has only been started since our Union has  
6 organized this Industry and in the last few years we have  
7 attempted to get such a Program underway and are meeting  
8 a lot of resistance to our efforts. This brings up  
9 another point, in order for this Committee to meet with  
10 any degree of success it will depend on the willingness of  
11 Industry to co-operate with it in every manner possible.

12 Industry has nothing to lose and every-  
13 thing to gain. Many Employers have this foresight and  
14 this is readily proven from the results we have received  
15 in our efforts to get an Apprenticeship Program underway  
16 by approaching many groups of Employers to sign our  
17 Apprenticeship Petition. Many have signed our Petition  
18 and names of same are listed below:--

19 CANADIAN MECHANICAL HANDLING SYSTEMS LTD.:  
20 R. J. CYR CO. LTD.: FABRICATED STEEL PRODUCTS:  
21 TRIANGLE CONTRACTING: CLIMAX WELDERS: EARL'S  
22 WELDING SERVICE: GREAT LAKES FABRICATORS:  
23 ASCON CONSTRUCTION LTD.: EASTERN CONSTRUCTION  
24 LTD.: C. H. McINNIS CO. LTD.: DUNCAN CRANE  
25 LTD.: MARK CONSTRUCTION LTD.: MAREL & PRODYMA  
26 REINFORCING STEEL LTD.: ELLIS-DON CO. LTD.:  
27 INDUSTRIAL ERECTION CO.: G & H STEEL SERVICES  
28 OF CAN. LTD.: WESTERN REINFORCING STEEL  
29 SERVICES LTD.: OCTOGAN STEEL SERVICES: RIGMIL  
30 LTD.: NADROSKY STEEL ERECTION LTD.: ADAMAC  
ORNAMENTAL IRONWORKS LTD.: ARCWAY WELDING LTD.:  
HAMILTON CONSTRUCTION ASSOC, AND BUILDERS  
EXCHANGE: NEWMAN STRUCTURAL STEEL LTD.: MODERN  
ORNAMENTAL IRONWORKS: J. HARRIS & SONS LTD.:





SECOND INDUSTRIAL INSULATIONS LTD.: KERRIO'S  
WELDING & MACHINE LTD.: FORD CONSTRUCTION  
CO. LTD.: HODGSON STEEL LTD.: CLELAND METAL  
PRODUCTS LTD.: LACKIE BROS. LTD.: CANADIAN  
COMSTOCK LTD.: HAMILTON ORNAMENTAL IRONWORKS  
LTD.: CONTRACT WELDING CO.: CENTRAL ORNAMENTAL  
IRONWORKS LTD.: HAMILTON GUILD & METALCRAFT  
LTD.: SHAEFER TOWNSEND LTD.: BEAMER LATHROP  
LTD.: SEAWAY PLATE & STRUCTURAL STEEL LTD.:  
M. F. MILLS STEEL CONSTRUCTION CO. LTD.:  
BARNETT-McQUEEN CO. LTD.: BRAYSHAW STEEL LTD.:  
WOODALL CONSTRUCTION CO. LTD.: WINDSOR  
BUILDERS' & CONTRACTORS' EXCHANGE: CANADIAN  
MACHINERY MOVERS:

Looking at this list of companies you can  
see that we have done a tremendous amount of footwork to  
get this Program going and we do not intend to stop until  
we have attained our goal.

With other Employers we have inserted  
in our present Agreements that they will agree to  
participate in the formation of an Apprenticeship Program  
under the auspices of the Apprenticeship Branch of the  
Department of Labour. Meetings are being held with one  
of our major group of Employers who are members of the  
Structural Steel Erection Contractors Association of  
Ontario in this regard. They have been a major stumbling  
block in our efforts, refusing to sign our Petition. We  
hope to overcome this obstacle by quoting to them the  
recommendations set forth in the Apprenticeship Training  
Resolution adopted at the Canadian Construction





Association Convention in Calgary in January 1960.

APPENDIX "A"

Quote:- (1) PUBLICITY TO EMPLOYERS:

Awareness of benefits to Employers hiring  
Apprentices. Trained men are responsible  
men. Are adaptable men.

(2) PROMOTABLE employees come from your trained/  
skilled men. They become Foremen, Super-  
intendents and Managers.

(3) SKILLED MEN REDUCE COST: Your job is done  
right the first time -- saves valuable time  
when trained men are used. Be on schedule,  
meet your completion date.

(4) COMPLEXITY OF TECHNIQUES AND PRODUCTS require  
even more skills than formerly. Skilled  
employees are necessary to use the new  
materials, modern methods of production are  
making available to you.

(5) APPRENTICES are ASSETS to YOUR COMPANY.  
Your machinery will depreciate over the years.  
Your Apprentices appreciate.

APPRENTICES are ASSETS to YOUR INDUSTRY.

APPRENTICES are ASSETS to YOUR NATION.

APPENDIX "B"

MOTION ON PUBLICITY PASSED BY APPRENTICESHIP TRAINING  
ADVISORY COMMITTEE

"That the Apprenticeship Training Advisory  
Committee have discussed

- various phases of the Apprenticeship and





other organized training Programs for  
skilled trades at a meeting in Ottawa on  
January 14th and 15th, 1960 and

believing that it is most desirable to  
improve the standards and expand the size  
of these programs

recommends that the opportunities and  
advantages of Apprenticeship and other  
organized training be publized to a greater  
extent to Industry, the teaching profession  
and the Vocational Guidance Counsellors,  
parents and students, and

endorses as a means whereby the achieve-  
ments of the above objectives can be greatly  
assisted:

- (1) The establishment of national trade  
standards.
- (2) The provision of pre-employment courses  
to on-the-job training, and
- (3) The granting of tradesmens qualifications  
certificates or cards following  
successful passing of trade tests of  
knowledge and skill." :Unquote

MR. BOYER: This apprenticeship  
training advisory committee, is that a committee of the  
Canadian Construction Association?

MR. KOBRYN: What I am quoting here?

MR. BOYER: Yes.

MR. KOBRYN: Yes.





TEXT BOOKS:

This Union has worked hard for the setting up of an Apprenticeship Program and our International Office has done a lot of research on this subject matter. In particular the related classroom instructions. From their long years of experience have developed a series of Manuals to assist the instructor and apprentice in his related classroom supplement instruction in the theory of this trade, that he must get in addition to on-the-job training. Listed below are the books developed, copies of which will be forwarded to the Committee for study --- I believe they are here now --- but we are requesting the Committee to return these books when they find no further use for same.

- MANUAL I - INSTRUCTORS GUIDE AND GLOSSARY
- MANUAL II - MATHEMATICS ASSIGNMENT MANUAL
- MANUAL III - RIGGING
- MANUAL IV - SAFETY
- MANUAL V - STRUCTURAL STEEL WORK
- MANUAL VI - TRADE AGREEMENTS AND DECISIONS
- MANUAL VII - REINFORCING IRON WORK
- MANUAL VIII - BLUEPRINT READING MANUAL AND  
WORK BOOK
- MANUAL IX - THE CARE AND USE OF HAND TOOLS

The following Work Books to be used in conjunction with the Manuals:

- MECHANICAL DRAWING WORK BOOK
- RIGGING WORK BOOK
- STRUCTURAL STEEL WORK BOOK
- SAFETY WORK BOOK





REINFORCING STEEL WORK BOOK  
IRON WORKERS' FABRICATION MANUAL  
McGRAW HILL GENERAL TRADE MATHEMATICS by  
EDWIN P. VAN LEWIN (Second Editions)  
KEYED TO MANUAL II  
PROBLEMS IN MECHANICAL DRAWINGS - FIRST COURSE -  
(Second Edition) by A. S. LEVENS and  
A. E. EDSTROM, KEYED TO -  
McGRAW HILL MECHANICAL DRAWINGS by FRENCH &  
SVENSEN

SHORT SERIES MANUALS:

WELDING AND BURNING; RIGGING; BLUEPRINT READING;  
(Which is also keyed to the BLUEPRINT MANUAL);  
IRONCLAD SAFETY CODE;  
MANUAL VIII - HAS SET OF BLUEPRINTS KEYED TO IT,  
which I have brought in this morning.

As you can judge from the array of  
material we have before you, we are fully prepared to  
launch a well documented Apprenticeship Program in  
conjunction with the Apprenticeship Branch of the Depart-  
ment of Labour under the auspices of the Iron Worker Joint  
Apprenticeship Committee.

They have such a Program set up in the  
Province of British Columbia and it is working out real  
well, so there is no reason in the world why such a  
program could not be set up in the Province of Ontario.  
There is a great need for such a Program because of the  
vast changes in building construction methods due to





1  
2  
3  
4  
5 the advent of curtain wall, window wall, prestressed  
6 concrete, Lift slab and other types of construction,  
7 including the use of insulated panels, metal sash, prefab  
8 metal buildings, high tensile bolts to replace revits,  
9 etc., and the ever increasing need of producing a steady  
10 supply of trained iron workers to fulfill the growing  
11 needs of the industry and to insure that the public may  
12 receive the best possible workmanship.

13 Further on the Joint Apprenticeship  
14 Program in British Columbia, I will quote information  
15 received from that Committee re Iron Workers Apprentice  
16 Training Program which could be very helpful. Quoting  
17 from a letter dated September 24th, 1959 from Mr. R. C.  
18 Harris, Secretary-Treasurer of Joint Apprenticeship  
19 Committee, c/o Dominion Bridge Co., Vancouver, B.C.:-

20 "The Joint Committee was set up late in  
21 1956 at the suggestion of Local No. 97 Iron  
22 Workers. It has met fifty-three times.

23 The school training program and text  
24 books are provided by the Director of Curriculum  
25 Development, Technical Branch, Department of  
26 Education, Province of British Columbia, with  
27 the advice of the Joint Apprenticeship Committee.

28 Classroom, equipment and classroom  
29 instruction are provided by the Principal,  
30 Federal-Provincial Trades and Technical Institute  
at Hastings Park. A new school will be opened  
in Burnaby, B.C. in 1960.

Apprentices are administered by the  
Director of Apprenticeship, Apprenticeship





Branch of the Department of Labour under the Apprenticeship and Tradesmen's Qualification Act of B.C.

Apprentices are indentured to the Joint Apprenticeship Committee, as Employers Agent, since jobs are usually of short duration with various employers. An Apprentice starts his apprenticeship with an interview before the Joint Apprenticeship Committee, who then recommend whether or not he be accepted for six months probationary apprenticeship by the Department of Labour. At the end of this probationary period, the Joint Apprenticeship Committee recommends to the Department of Labour whether or not the apprentice should continue.

Thus, the Joint Apprenticeship Committee by advising on the Curriculum and by advising who should be an Iron Worker Apprentice, and how many apprentices there should be, has a considerable degree of control on the quality and quantity of Iron Worker Apprentices.

While under classroom instruction, which occupies one month a year, apprentices are covered by the Workmen's Compensation Act. The Federal-Provincial Trades and Technical Institute pays the premium. While out working on the job they are covered in the normal way by the Workmen's Compensation Act with premiums paid by the particular employer.

Our Training Standards are under revision





1  
2  
3  
4  
5 and have not been approved by the Provincial  
6 Apprenticeship Committee as required by the Act.  
7 They are based on Article XXI of the Constitution  
8 and have a few changes proposed for local  
9 conditions." When we talk about the "Constitu-  
10 tion", that is our International Constitution.

11 "The period of Apprenticeship is three  
12 years, however, the Province of British Columbia  
13 is running five to six month pre-Apprenticeship  
14 classes for boys just out of highschool.  
15 Successful graduates from this school are given  
16 one years' credit on the Apprenticeship period.  
17 As for the apprentices the Joint Apprenticeship  
18 Committee advised on the Curriculum for the  
19 pre-Apprentices, and recommends some boys to  
20 the Department of Labour for interview for pre-  
21 Apprenticeship.

22 The Joint Apprenticeship Committee is  
23 represented on the Construction Training Committee,  
24 which covers all building trades and from time  
25 to time has advised the Provincial Apprenticeship  
26 Committee, which was set up under the Act to  
27 advise the Minister of Labour.

28 The Joint Apprenticeship Committee  
29 recommended day classes for Iron Worker  
30 Apprentices so that classroom instructions could  
be completed in a definite short period. Night  
classes would have run for many-months, with no  
guarantee of continuous attendance.

Local No. 97 Ironworkers is a "mixed"



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100

and have not been approved by the Training  
Apprenticeship Committee as required by the Act  
They are based on Article XVI of the Constitution  
and have a few changes proposed for local  
conditions. When we talk about the "Constitution",  
that is our international Constitution.  
The period of Apprenticeship is three  
years. However, the province of British Columbia  
is running five to six months pre-apprentice  
classes for boys just out of high school.  
Successful graduates from this school are given  
one year's credit on the Apprenticeship period  
as for the apprentices the Joint Apprenticeship  
Committee advised on the curriculum for the  
pre-apprentice, and recommends some time to  
the Department of Labour for interview for work.

The Joint Apprenticeship Committee is  
represented on the Education Training Committee  
which covers all building trades and from time  
to time has advised the Provincial Apprenticeship  
Committee, which was set up under the Act to  
advise the Minister of Labour.

Recommendations are classes for two weeks  
Apprentices, so that classroom instruction is limited  
to completed in a definite short period. Night  
classes would have him for many months, with no  
guarantee of continuous attendance.  
Local No. 97 International is a "buddy"



1  
2  
3  
4  
5 local and covers all the branches of the trade.  
6 Our Curriculum therefore covers all branches of  
7 the trade. No distinction is made between  
8 reinforcing or a structural steel apprentice.  
9 All our locals in Ontario are mixed locals also.

10 The basic material for instructions is  
11 the Iron Worker Manuals and Work Books put out  
12 by the International Headquarters of the Iron  
13 Workers. These are supplemented by booklets  
14 prepared by the Technical Branch of the  
15 Department of Education of B.C. on such matters  
16 as high tensile bolts and reinforcing iron work.  
17 Also, there is a large number of technical films  
18 available."

19 Many of the questions asked by this  
20 Committee are answered by Mr. Harris in outlining our  
21 Apprenticeship Program in British Columbia. Since receiv-  
22 ing this letter we have received a copy of the Training  
23 Standards as approved by the Apprenticeship Committee of  
24 B.C., a copy of which I am enclosing for your information  
25 with this Brief.

26  
27  
28  
29  
30 INSTRUCTORS:

31 In order to get our program on the road  
32 it will be necessary to obtain a sufficient number of  
33 good caliber instructors. They must be Journeymen in this  
34 trade with at least three years of experience as a  
35 Journeyman, with a fairly good education and with train-  
36 ing as a vocational instructor. Also, these instructors  
37 should periodically return to their trade as a journeyman



local and covers all the branches of the industry. The Government therefore covers all branches of the trade. No distinction is made between reinforcing or a structural steel or otherwise. All our localities in Ontario and where localities are not covered for instructions for instructions for the localities and work done and by the Government's representatives of the localities. This is now supplemented by a book prepared by the technical branch of the Department of Education at 25, on steel reinforcement for steel reinforcement and reinforcement. Also, there is a large number of technical literature.

Any of the technical literature of the localities are answered as far as is possible and an apprenticeship program in British Columbia. Since receiving this letter we have received a copy of the Training Standards as approved by the Government. Attached to this, a copy of which I am enclosing for your information with this letter.

In order to get our program on the road it will be necessary to obtain a sufficient number of good caliber instructors. They must be journeymen in their trade with at least three years of experience as a journeyman, with a fairly good education and with training as a vocational instructor. I would positively return to your grade as a journeyman



1  
2  
3  
4  
5 in a recognized firm for a couple of months every three  
6 years in order that they do not get out of touch with job  
7 procedures.

8 Together with his experience as a  
9 journeyman and some instructor's training, and the series  
10 of text books prepared by this International Union for our  
11 trade, he will be well equipped to convey the necessary  
12 instructions to our Apprentices in a manner that can be  
13 readily digested by the apprentice to their full advantage.

14 Under the "Robarts Plan" of setting up  
15 Technical and Vocational Schools in various centres across  
16 this whole Province, and with the caliber of instructors  
17 mentioned above then, you would eliminate one of the  
18 major objections of Apprentices, especially in our trade  
19 where the age limit is thirty and where many of our  
20 apprentices would be married and very reluctant to live  
21 away from home on the present subsistence allowed  
22 apprentices in the construction field. It would also  
23 encourage others to become apprentices with this one  
24 objection removed. In addition, with local classrooms  
25 available we could encourage our present members, when  
26 unemployed, to take retraining courses in all phases of  
27 this trade.

28  
29 SUPERVISORY TRAINING AND MANAGEMENT DEVELOPMENT:

30 To answer the question whether enough  
is being done in Supervisory and Management Development?  
We are of the opinion that an adequate  
Apprenticeship Plan is the answer to this question. In  
supporting this opinion I will quote from the Canadian



in a recognized firm for a couple of months every three years in order that they do not get out of touch with the procedures.

Together with his experience as a journeyman and some theoretical training, and the use of text books prepared by the International Union for comparison, he will be well equipped to convey the necessary instructions to our apprentices. I cannot see that he can be readily digested by the apprentices to which I allude.

Under the "Apprentice Plan" of setting up technical and vocational schools in various countries, this whole problem, and in the matter of instruction, mentioned above, you would eliminate one of the

major objections of the committee, especially in our time when the age limit is thirty and where many of our apprentices would be married and very reluctant to live

away from home on the present substance allowed apprentices in the construction field. It would also encourage them to become acquainted with their own

country. In addition, with local classes available we could use many of our present methods, which unemployed, to take remaining courses in all phases of

this trade.

### SUPERVISORY TRAINING AND MANAGEMENT DEVELOPMENT

To answer the question whether such is being done in Supervisory and Management Development? The use of the opinion that an adequate Apprenticeship Plan is the answer to this question. In supporting this opinion I will quote from the Canadian



Construction Association's adopted program on Apprenticeship at their Convention held in Toronto on January 22nd to 25th, 1961:-

Quote:- PUBLICITY TO POTENTIAL APPRENTICE

Awareness of the benefits of Apprenticeship Training to youth.

- (1) Your future is your responsibility.
- (2) Apprenticeship standards are Grade IX Minimum. Are you good enough to meet the standard?
- (3) Learn a worthwhile occupation. Skilled trades are highly paid and have a future. You can become a Foreman, or a Superintendent with a few years experience in your trade. A good many prominent contractors started their construction careers as Apprentices.
- (4) A high degree of skill is required to handle modern building products. You can acquire these skills. Enquire about the occupation that interests you and register with the local Apprenticeship Councils, etc..

THE NECESSITIES - TO EMPLOYERS

Future expansion depends on trained men. Lack of available skilled manpower hinders expansion of a company surely as lack of finances. The Apprentices of today are the Foremen and Superintendents of tomorrow.

HAVE YOU GOT THEM NOW? :-Unquote.



Construction Association's adopted program on Apprenticeship at their Convention held in Toronto on January 22nd to 25th, 1961.

POLICY TO POTENTIAL APPRENTICES

Awareness of the benefits of Apprenticeship

Training to youth.

(1) Your future is your responsibility.

(2) Apprenticeship standards are Grade IX

minimum. Are you good enough to meet the

standards?

(3) Learn a worthwhile occupation. Skilled

trades are highly paid and have a future.

You can become a Foreman, or a Supervisor.

Start with a few years experience in your

trade. A good many prominent contractors

started their construction careers as

(4) A high degree of skill is required to

perform modern building projects. You can

acquire these skills. Enquire about the

occupation that interests you and register

with the local Apprenticeship Committee, etc.

Future expansion depends on trained men. Lack

of available skilled manpower hinders expansion

of a company solely as lack of finances. The

Apprentices of today are the Foremen and Super-

intendents of tomorrow.

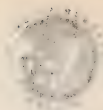


1  
2  
3  
4  
5 No more need be said on this subject  
6 after the above quotations.

7 RETRAINING AND MULTI-TRADE APPRENTICESHIP

8 Because of the serious unemployment  
9 that has been experienced in our trade in the last few  
10 years in most localities in this Province, we are not in  
11 favour of encouraging entry into the trade through a  
12 retraining program of additional persons who cannot meet  
13 the qualifications of the trade but, because of the many  
14 phases of our trade we would encourage our present members,  
15 most of them who picked up their trade through several  
16 years of on-the-job experience with one particular employer  
17 or another, to go to retraining courses if set up to  
18 cover all phases of our trade, thus giving our members a  
19 greater opportunity for full employment the same as the  
20 Apprentices will have after completing the proposed agenda  
21 of training.

22 As to Multi-Trade Apprenticeship, we  
23 are completely against this because as far as our trade  
24 is concerned it will take all his time to learn the many  
25 phases of this craft. To mix in any other trade work  
26 you would only turn out a person that will know a little  
27 bit about a lot of things and yet he could not compete for  
28 jobs that really needed a craftsman. In the end you would  
29 only produce people who would be taken advantage of by  
30 the unscrupulous employer who does not care how well the  
work is done, but how cheap he can get it done by elimin-  
ating as many tradesmen as possible and instead of putting  
more people to work, there would be quite a few less.



10 years in that locality in this country, we are not in  
favor of encouraging entry into the trade through a  
retaining program of additional wages who cannot meet  
the qualifications of the trade but, because of the lack  
of interest of our trade we would encourage our present workers  
and on them to pick up their trade through several  
years of on-the-job experience with our particular work  
or another to go to training courses if set up to  
cover all phases of our trade, thus giving our workers a  
greater opportunity for full employment. The same is the  
Apprentices will have after completing the proposed system  
of training.

As to White-Trade Agreement, we  
are completely against this because as far as our trade  
is concerned it will take all his time to learn the new  
phases of this craft. To mix in any other trade work  
you will only ruin one person that we know a little  
bit about a lot of things and yet he could not compete for  
jobs that really needed a craft man. In the end, in which  
only produce a man who would be seven times as expensive as  
the unskilled employee who does not care how well the  
work is done, but how cheap he can get it done by elimin-  
ating as many tradesmen as possible and instead of putting  
more people to work, there would be quite a few less.



1  
2  
3  
4  
5 This approach is definitely not the answer to our present  
6 problems and such a program will not turn out a class of  
7 tradesmen that is desired, or of a caliber turned out by  
8 other countries with Apprenticeship Training Schemes.

9                   Gentlemen, this is our submission,  
10 thank you.

11                   THE CHAIRMAN: Are there any questions,  
12 gentlemen?

13                   MR. MORNINGSTAR: It is a wonderful  
14 brief, Mr. Chairman, and I think it is going to be very helpful  
15 to this Committee. These people should be commended for  
16 presenting a brief as fine as this.

17                   MR. KOBRYN: I have one other book,  
18 to just give you an idea of an iron worker in action  
19 here. It is a job done by our locals, by other locals  
20 in Ontario. This is the space needle at the Seattle  
21 World Fair. There are some good pictures of iron workers  
22 in action. But, we have put up higher towers. The  
23 television tower in London was around seven hundred feet.  
24 The one in Hamilton is close to twelve hundred feet and  
25 our people have to perform similarly and there are some  
26 good pictures.

27                   MR. MORNINGSTAR: How many members  
28 have you in the organization?

29                   MR. KOBRYN: We have close to ten  
30 thousand in Canada.

                  MR. THOMPSON: You have mentioned the  
eighteen age limit and the other apprenticeship act  
for designated trades, that says sixteen. I gather there  
is a lot of heavy work in this and a man must be older?

This approach is definitely not the answer to our present problems and such a program will not turn out a class of tradesmen that is desired, or of a caliber deemed worthy by other countries with Apprenticeship Training Programs. Gentlemen, this is our submission, thank you.

MR. WASHINGTON: It is a wonderful idea, Mr. Washington, and I think it is going to be very successful. These people are to be considered for presenting a picture as this is this, MR. KILPATRICK: I have one other point, to just give you an idea of an idea worker in action, it is a job that is out there, by other people in America. This is the space needed at the Seattle World Fair. There are some good pictures of men working in action, but we have put up higher towers. The television tower in London was around seven hundred feet. The one in London is close to twelve hundred feet and our people have to perform similarly and there are some good pictures.

MR. WASHINGTON: How many members have you in the organization? MR. KILPATRICK: We have close to ten thousand in America. MR. WASHINGTON: You have mentioned the eighteen age limit and the other apprenticeship and for designated trades, that says sixteen. I gather there is a lot of heavy work in this and a man must be older.



1  
2  
3  
4  
5 MR. KOBRYN: That is one of the reasons  
6 And an apprentice, if he starts with a bridge company  
7 or a structural company to learn his trade, he has to go  
8 in the air and you put a young fellow sixteen in the  
9 air, we are getting enough of our older fellows getting  
10 killed without putting a kid up there.

11 MR. HARRIS: Somewhere in the brief  
12 you mention one apprentice to seven journeymen?

13 MR. KOBRYN: That is our ratio for  
14 structural and riggers and rodmen; it is one to four  
15 on ornamental.

16 MR. HARRIS: It is one to four on  
17 ornamental?

18 MR. KOBRYN: Yes, and one to two on  
19 fancy work...

20 MR. HARRIS: It is one to seven on  
21 high work?

22 MR. KOBRYN: That is correct.

23 MR. HARRIS: That is your recommenda-  
24 tion?

25 MR. KOBRYN: That is correct. It is  
26 based on the number of people employed with the employer,  
27 not on a particular job. We are saying if an employer  
28 has so many people employed, he can have so many  
29 apprentices.

30 THE CHAIRMAN: Is it your wish that  
this Committee designate or certify the trade?

MR. KOBRYN: We have been trying to  
get a designated trade. We are not too clear on that.  
The Structural Erections Association is objecting to us



MR. KOSBYN: That is one of the reasons  
and an apprentice, if he starts with a bridge company  
or a structural company to learn his trade, he has to go  
in the air and you put a young fellow sixteen in the  
air, we are getting enough of our older fellows getting  
killed without putting a kid up there.

MR. HARRIS: Somewhere in the brief  
you mention one apprentice to seven journeymen?  
MR. KOSBYN: That is our ratio for  
structural and riggers and rodmen; it is one to four  
on ornamental.

MR. HARRIS: It is one to four on  
heavy work.

MR. KOSBYN: Yes, and one to two on  
high work?

MR. HARRIS: That is your recommendation?

MR. KOSBYN: That is correct. It is  
based on the number of people employed with the employer,  
not on a particular job. We are saying if an employer  
has so many people employed, he can have so many  
apprentices.

THE CHAIRMAN: Is it your wish that  
this Committee designate or certify the trades?  
MR. KOSBYN: We have been trying to  
get a designated trade. We are not too clear on that.  
The Structural Erectors Association is objecting to us



1  
2  
3  
4  
5 being a designated trade.

6 THE CHAIRMAN: Who is?

7 MR. KOBRYN: The Structural Steel  
8 Erection Association.

9 MR. EBERLEE: For what reason?

10 MR. KOBRYN: First of all, they say if  
11 we become a designated trade then we are going to be  
12 hampered by the rules and regulations of the Act, as it  
13 exists now, and with the age limit and particularly those  
14 things. I am not too sure whether this is correct.  
15 This is something we are exploring at the moment and  
16 what we are trying to do is get the best apprenticeship  
17 programme we can for our people and a programme that is  
18 going to be for our ---- something that once an  
19 apprentice becomes an apprentice, he is going to have  
20 to complete it; something that is going to keep him  
21 there. We do not want a haphazard deal where the  
22 Government has no control over the fellow.

23 MR. BOYER: Is it your impression that  
24 if the Apprenticeship Act were amended so that the  
25 maximum age were raised that the objections of the  
26 Association would largely disappear?

27 MR. KOBRYN: Quite possibly they would.  
28 We have had one meeting. In fact, we had requested  
29 people from the Apprenticeship Committee to be there,  
30 from the Apprenticeship Branch, and the meeting was set  
up last month, and somehow, the arrangement got mixed up.  
The man that was supposed to meet us was sick and we  
expected to have all this information at our fingertips.  
So, when he did not show up, we did not get the first-



829

being a designated trade,

THE CHAIRMAN: Who is?

MR. KOBAYASHI: The Structural Steel

the industry: For what reason?

MR. KOBAYASHI: First of all, they say if

we become a designated trade then we are going to be  
regulated by the rules and regulations of the Act, as it  
exists now, and with the new limit and particularly those  
things. I am not too sure whether this is correct.  
This is something we are exploring at the moment and  
what we are trying to do is get the best approximation  
programme we can for our people and a programme that is  
going to be for our --- something that once an  
agreement is reached on a programme, it is going to have  
to complete it; something that is going to keep him  
there. We do not want a high-level deal where the  
Government has no control over the fellow.

MR. KOBAYASHI: Is it your impression that  
if the Appropriation Act were amended so that the  
minimum wage were raised that the objections of the  
Association would largely disappear?

MR. KOBAYASHI: Quite possibly they would.  
We have had one meeting. In fact, we had requested  
people from the Appropriation Committee to be there,  
from the Appropriation branch, and the meeting was set  
up last month, and somehow, the arrangement got mixed up.  
The man that was supposed to meet us was sick and we  
expected to have had this information at our fingertips.  
So, when he did not show up, we did not get the first-



1  
2  
3  
4  
5 hand answers. If the man from the Apprenticeship  
6 Committee or from the Apprenticeship Board would have  
7 been at this joint meeting with the employers, I could  
8 possibly answer you because I haven't full knowledge of  
9 this.

10 MR. EBERLEE: Even under the Apprenticeship  
11 ship Act, as it exists today, the trade could be design-  
12 nated under Schedule B with no age limit?

13 MR. KOBRYN: That is what we want.  
14 If you are a designated trade, I thought it was only  
15 under Schedule A; otherwise, you could not become a  
16 designated trade. We want to be a designated trade.

17 THE CHAIRMAN: You have five categories  
18 or four?

19 MR. DOBRYN: Four or five categories.

20 THE CHAIRMAN: You would want each one  
21 of them designated as a separate trade?

22 MR. KOBRYN: No. We say that this is  
23 one trade. Our categories in that apprenticeship  
24 programme, especially in British Columbia, a man has to  
25 learn to weld and to rig and the iron worker and the  
26 ornamental, you get in, say, Toronto-- this is a big  
27 city-- our people can work with specialty contractors,  
28 you know, permanently, and there is a sufficient amount  
29 of work, too, outside of Toronto in the smaller locals,  
30 which run from about three hundred and fifty to four  
hundred people. For a man to be continually employed,  
he has to know various branches of the trade because  
he may only work for a structural company for a month  
and the next job coming up may be a fencing or a rigging





1  
2  
3  
4 job, or a curtain wall and, unless he knows it, he is  
5 not going to be continually employed.

6 MR. GISBORN: Do your employees travel  
7 across the country or do they work in one province at a  
8 time and then go to another province?

9 MR. KOBRYN: That was in the past, when  
10 the construction was not as plentiful. Our people, the  
11 iron worker, he carried a bundle and wrapped his wrenches  
12 in his overalls and went away to the next job. But,  
13 since our trade is more diversified and construction has  
14 been pretty good in many centres, our fellows are becoming  
15 homesteaders. They want to stick around their own  
16 centres right now, but they will move. Fellows working  
17 with bridge companies, there is nothing unusual for a  
18 man to finish a job in Windsor and to be in Toronto the  
19 next day.

20 MR. GISBORN: Your union has no  
21 apprenticeship programme as such, in Canada, at the  
22 present time?

23 MR. KOBRYN: There is one in B.C. We  
24 have apprentices, but if it is not a designated trade,  
25 there is no real programme to make sure an apprentice  
26 will get all the training and the related classroom  
27 instruction. All they are getting now is what they learn  
28 on the job.

29 MR. EBERLEE: There are some people in  
30 Ontario who are going through this course?

MR. KOBRYN: Not really. They are with  
the various companies that have apprentices and all that  
they are doing is learning what that particular company

job, or a certain skill and, unless he knows it, he is not going to be contractually employed.

MR. CLARK: As your engineer travels

across the country or in his work in one or vice versa

time and then go to another province?

MR. NO. 10: Yes, and in the past, the

the construction was not as plentiful. But now, the

from which, he carried a bundle and wrapped his wrapped

in his overalls and went away to the next town.

since our trade is more diversified and construction has

been pretty good. Many times, but it is not as much as

homesteaded. They want to build around here.

centres right now, but they will have to build around

with bridge companies, there is nothing around here.

and to finish a job in time and to be in time in the

next day.

MR. CLARK: The construction has a

specialized, it is not as much as in the past, and it

present time.

MR. NO. 10: It is not as much as in the

have appeared, but it is not as much as in the past.

there is no real problem and no more work in agriculture

will not all be building and no real construction.

instruction. All this, and now it is what they have

in the road.

There are some people in

Ontario who are going through this country.

MR. CLARK: Not really. They are with

the various companies that have operations and all that

they are doing is learning what that particular company



1  
2  
3  
4 specializes in --- nothing else.

5 MR. EBERLEE: If you got designation of  
6 the trade, would you want to go on and have compulsory  
7 certification or would you leave it on a voluntary basis?  
8 When I say "compulsory certification", I mean the sort  
9 of thing the motor vehicle trades have where you cannot  
10 practice the trade unless you are either an apprentice  
11 or you have got your journeyman papers?

12 MR. KOBRYN: Eventually, we would  
13 possibly like to see this happen; but, with the majority  
14 of our people in industry right now, who are learning the  
15 trade on the job, if we set up compulsory certification  
16 of the apprentice we will just eliminate many of the  
17 people that are at it today.

18 MR. EBERLEE: Not necessarily. They  
19 have what they call a "grandfather" clause.

20 THE CHAIRMAN: We would have to recognize  
21 the people in the trade.

22 MR. KOBRYN: We have a trade that needs  
23 a lot of skill and it is very dangerous and we would  
24 want to see a complete recognition of this trade.

25 MR. GISBORN: This is my point, because  
26 you have set out your reasons for an apprenticeship  
27 programme with the objective of developing the most  
28 competent employees in your trade and give him the  
29 protection in his trade; and then you would have to look  
30 at the incumbent, and I do not want this point evaded.  
You would have to consider the "grandfather" clause to  
put any kind of programme into effect.

MR. KOBRYN: Anybody else coming into

specializes in -- nothing else

MR. HANSEN: If you got designation of the trade, would you want to go on and have compulsory certification or would you leave it on a voluntary basis? When I say "compulsory certification", I mean the sort of thing the motor vehicle does have where you cannot practice the trade unless you are either an apprentice or you have got your journeyman papers?

MR. KERN: Eventually, we would possibly like to do this regard, but with the exception of our people in industry right now, who are learning the trade on the job, if we set up compulsory certification of the apprentice we will just eliminate many of the people that are at it today.

MR. HANSEN: Not necessarily. They have what they call a "grundtjänst" license. The Government would have to recognize the people in the trade.

MR. KERN: We have a trade that needs a lot of skill and it is very important and we would want to see a complete recognition of this trade.

MR. GILSON: This is my point, because you have set out your reasons for an apprenticeship program with a view of developing the most competent employees in your trade and give him the protection in his trade; and then you would have to look at the insubstantial, and I do not want this point evaded. You would have to consider the "grundtjänst" clause to put any kind of programs into effect.



1  
2  
3  
4 this trade should go through the apprenticeship pro-  
5 gramme and when he becomes a journeyman the only way he  
6 can do that is through the programme.

7 THE CHAIRMAN: Then, if he didn't have  
8 certification, you would be defeating your end.

9 MR. KOBRYN: If certification is  
10 necessary to bring this about, we are in full agreement  
11 with it.

12 THE CHAIRMAN: In other words, he would  
13 not have any status unless he was certified. This  
14 certificate would be issued through the Department of  
15 Labour, renewable every year, which states he is a  
16 qualified journeyman. Otherwise, how would you recognize  
a qualified journeyman?

17 MR. KOBRYN: We feel once a man has  
18 passed his apprenticeship programme and has qualified  
19 himself and received a journeyman certificate, that this  
20 could qualify him because we have trouble right now with  
21 welders. A man can be a qualified welder and, yet,  
22 every job he practically goes on he has to take a new  
23 test. There is no need for this. There is the one  
24 Pressure Test under the Department of Labour. And then  
25 the other one is the Canadian Welding Bureau and unless  
26 he has a ticket from them, he can be the best welder in  
the world but if he hasn't got that ticket he can't go  
on a job and, invariably, they won't take him.

27 THE CHAIRMAN: If he were certified and  
28 it was renewable every year, that would overcome that.

29 MR. KOBRYN: But, what I mean by  
30 renewable every year, does he have to go through a



this trade should go through the apprenticeship program and when he becomes a journeyman the only way he can do that is through the program.

THE CHAIRMAN: Then, if he doesn't have certification, you would be looking for him to be a journeyman. If certification is necessary to bring this about, we are in full agreement with it.

THE CHAIRMAN: In other words, he would not have any status unless he was certified. This certification would be issued through the Department of Labour, through the board, which states he is a qualified journeyman. Otherwise, how would he be recognized as a qualified journeyman?

MR. ROBERT: He lost track of it. He passed his apprenticeship program and was qualified himself and received a journeyman certificate, but this could qualify him because we have trouble right now with welders. A man can be a certified welder and not have a job. He practically goes on and has to take a new test. There is no need for this. There is the Pressure Test under the Department of Labour. And then the other one is the Canadian Welding Bureau and unless he has a ticket from them, he can be the next welder in the world but if he hasn't got that ticket he can't go on a job and, inevitably, they won't take him.

THE CHAIRMAN: If he were certified and it was renewable every year, that would overcome that. MR. ROBERT: But, what I mean by renewable every year, does he have to go through



1  
2  
3  
4 complete test every year?

5 THE CHAIRMAN: An automobile mechanic  
6 does not. He just renews his certificate.

7 MR. KOBRYN: Is he licensed? Does he  
8 have to pay for it every year?

9 THE CHAIRMAN: Yes -- two dollars. That  
10 is why you see "Licensed Mechanic" in front of a lot of  
11 service stations; it is a protection to the trade and  
12 to himself.

13 MR. KOBRYN: Possibly, in future years,  
14 we could take a real look at it; but, at the present  
15 time I do not think we would go for it right now.

16 MR. GISBORN: I take it at the time you  
17 have welders who have the Pressure Welding Certificate  
18 who work on some of your jobs?

19 MR. KOBRYN: We have people that have  
20 Pressure certificates from the Department of Labour; yet,  
21 this is not any good when he goes on a job where an  
22 architect's specifications call for C.W.B. Welding test  
23 in places like Sarnia, where they have a lot of contrac-  
24 tors and they come in and give their test, which is the  
25 American standard, the same standard as the Canadian  
26 Welding Bureau does, and because it is not through the  
27 Canadian Welding Bureau, the fellow has no standing.

28 MR. GISBORN: What is the Canadian  
29 Welding Bureau?

30 MR. KOBRYN: It is set up by the Steel  
Institute. There are various institutes.

MR. HARRIS: Is it a government body?

MR. KOBRYN: No. I think it is more of

complete last every year?

THE CHAIRMAN: An automobile mechanic.

Does not. He just renews his certificate.

MR. KORTNY: Is it renewed? Does he

have to pay for it every year?

THE CHAIRMAN: Yes -- the last year.

is why you see "licensed" in front of a lot of

service stations; it is a protection to the trade and

to himself.

MR. KORTNY: Possibly, in future years,

we could take a real look at it, but at the present

time I do not think we would get far if right now.

MR. KORTNY: I take it at the time you

have workers and have to have a license, wouldn't you

who work on your jobs?

MR. KORTNY: No, sir, I don't think that.

Pressure on workers from the Department of Labour, what

will be not any more than the Government has done in

regulated's specifications, say, for O.W.S., which is

in places like Canada, where they have a lot of concrete

bars and they come in and give their test, which is the

American standard, the same standard as the Canadian

building standard, and because it is not through the

Canadian building standard, the latter has no standing.

MR. KORTNY: What is the Canadian

building standard?

MR. KORTNY: It is set up by the steel

Institute. There are various institutes.

MR. KORTNY: Is it a government body?

MR. KORTNY: No. I think it is more of



1  
2  
3  
4 an industry body. There are certain by-laws and a  
5 company can't get a man certified unless they have a  
6 professional engineer on their staff.

7 MR. GISBORN: But, you do not say that  
8 that in Ontario supercedes the continued performance  
9 test under the Boiler Pressure Act?

10 MR. KOBRYN: Yes, sir. That is right.  
11 It does, because those are the specifications. That is  
12 why we want this, as welding is part of our trade, so  
13 that when a man passes his apprenticeship and welding is  
14 included in it, he is covered. As it is, at the present  
15 time, unless he has got the C.W.B., he bounces from one  
16 job to another and then this is only good for a portion  
17 of time and then he has to be re-tested if he has not  
18 been in continual employment.

19 MR. GISBORN: What has been your union's  
20 experience in jurisdictional disputes?

21 MR. KOBRYN: We are in the middle of a  
22 lot of them. We are a young organization. We started  
23 around 1949 and everybody else had a piece of us. So,  
24 we have been doing our best to get it back and we have  
25 done quite well for ourselves. Invariably, we have  
26 employers like on these pre-cast structures, that de-  
27 finitely would like to see a lesser paid organization,  
28 like the labourers, do the work. But, I mean, we have  
29 cleaned up our differences with that organization, on  
30 that work also.

THE CHAIRMAN: But, you are representing  
most of the trades that you named here today?

MR. KOBRYN: I am representing them all.



an industry body. There are certain by-laws and a company can't get a man certified unless they have a professional engineer on their staff.

MR. GIBBON: Now, you do not say that that in Ontario supercedes the continued performance test under the Boiler Pressure Act.

MR. KOSOV: Yes, sir. That is right. It does, because those are the specifications. That is why we want this, as relating to part of our trouble, so that when a man passes the app. test, and will get included in it, he is considered as in it, so the pressure time, unless he has got the C.W.A., he doesn't have one job to another and then that is only good for a portion of time and then he has to be re-tested if he has not been in contact with employment.

MR. GIBBON: What has been your own's experience in this situation, Mr. Kosov?

MR. KOSOV: We are in the middle of a lot of them. We are a young organization. We started around 1949 and every day we have a batch of us. So we have been doing our best to get in back and we have done quite well for ourselves. In fact, we have employers take on these new men straightaway, that is, finally would like to see a lesser paid organization, like the I.O.O.F., do the work. But, I mean, we have cleaned up our differences with that organization, on

MR. GIBBON: Now, you are representing

MR. KOSOV: I am representing them all.



1  
2  
3  
4  
5 THE CHAIRMAN: All of those?

6 MR. KOBRYN: That is right.

7 MR. EBERLEE: How many members does your  
8 union have in Ontario?

9 MR. KOBRYN: There is about seventeen  
10 hundred in Ontario; about eight hundred in Hamilton;  
11 close to three hundred in Port Arthur; about three  
12 hundred and seventy-five in Windsor, and the London-  
13 Sarnia area. Sudbury has three hundred and eighty;  
14 Ottawa has around three hundred and fifty.

15 MR. EBERLEE: Which is about four  
16 thousand?

17 MR. KOBRYN: Close to around that.

18 MR. EBERLEE: How many would there be  
19 in the trade in the Province? In other words, to what  
20 extent have you organized the trade?

21 MR. KOBRYN: Well, the structural is  
22 completely organized. Let us put it this way: It is  
23 about ninety-five per cent organized. There is a very  
24 little bit of rod iron goes up without iron workers  
25 putting it up. Reinforcing rod, I would say, it would  
26 be about half organized. In some centres, like Hamilton,  
27 the general contractor still is insisting on using  
28 labourers in this work.

29 THE CHAIRMAN: That is under the  
30 supervision of a carpenter, I suppose?

MR. KOBRYN: A labour foreman or  
anybody else -- a carpenter. This is the approach. If  
Justice McRuer hadn't upset the Jurisdictional Disputes  
Commission, it would have operated as a private body and

110

the only thing that is true

is that the only thing that is true

is that the only thing that is true

which have in common

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

is that the only thing that is true

Commission, it would not be possible to have a private law and



1  
2  
3  
4  
5 it could have been very useful in cleaning up a lot of  
6 this. I think it was one of our disputes with Canadian  
7 Pittsburgh Industries that made Justice McRuer make that  
8 ruling against section 66 of the Act of the Jurisdiction-  
9 al Disputes Commission, and he made the Commission a  
paper body, with nothing really behind it, in our opinion.

10 PROFESSOR LOGAN: Where are your  
11 potential apprentices? Do you augment them?

12 MR. KOBRYN: Yes.

13 PROFESSOR LOGAN: Do you hold production  
14 groups available for this apprenticeship?

15 MR. KOBRYN: Yes. Everyone in every  
16 classification there have apprentices.

17 PROFESSOR LOGAN: There are skilled  
18 students?

19 MR. KOBRYN: That is correct.

20 MR. THOMPSON: You mentioned that the  
21 British Columbia programme has a satisfactory approach  
22 to apprentices. How many are taking apprentices there?

23 MR. KOBRYN: I am not sure. I think  
24 they have classes --- something about twenty-five or  
25 thirty every three years.

26 MR. THOMPSON: Twenty-five apprentices?

27 MR. KOBRYN: Don't quote me. I am not  
28 completely sure. I know the last time they graduated  
29 a bunch of apprentices, there was around twenty-five.

30 MR. THOMPSON: Can people go into the  
trade without being apprentices?

MR. KOBRYN: Up to now, yes. This is the  
way our people are getting their training. This is the





1  
2  
3  
4 way we are getting journeymen.

5 MR. THOMPSON: No. I mean in British  
6 Columbia.

7 MR. KOBRYN: Not in British Columbia.  
8 They have to go through the apprenticeship.

9 MR. THOMPSON: No one can go into the  
10 trade ----?

11 MR. KOBRYN: Other people go into the  
12 trade. If you organized an employer who had people, you  
13 couldn't deny them the right. This is one of the things  
14 possible here in Ontario with all employers. They are  
15 not completely organized. So, if we took an employer,  
16 we couldn't say that he couldn't bring his employees in  
17 because they haven't been certified. This would be a  
very great hardship.

18 MR. THOMPSON: In British Columbia it is  
19 going to be a long time for this. You are giving me the  
20 approximate number of twenty-five people taking training  
in British Columbia?

21 MR. KOBRYN: You must understand, in  
22 British Columbia there is only one local union. In  
23 Ontario, we have the six outside local unions here, so  
24 there would be a real good cross-section of people  
25 coming into us as apprentices. There is just one local  
union for the whole province there.

26 MR. THOMPSON: You say there is one  
27 local union in British Columbia?

28 MR. KOBRYN: Yes.

29 MR. THOMPSON: Would you say that there  
30 are union people coming into the trade?



Why we are getting in trouble.

MR. TROTT: I think it is.

Colombia.

MR. KERN: I think it is.

MR. TROTT: I think it is.

Trade.

MR. KERN: I think it is.

Trade. It is a very important part of the economy.

Colombia's economy is very dependent on trade.

It is a very important part of the economy.

Colombia's economy is very dependent on trade.

It is a very important part of the economy.

Colombia's economy is very dependent on trade.

It is a very important part of the economy.

Colombia's economy is very dependent on trade.

It is a very important part of the economy.

Colombia's economy is very dependent on trade.

It is a very important part of the economy.

Colombia's economy is very dependent on trade.

It is a very important part of the economy.

Colombia's economy is very dependent on trade.

It is a very important part of the economy.

Colombia's economy is very dependent on trade.

It is a very important part of the economy.

Colombia's economy is very dependent on trade.

It is a very important part of the economy.

Colombia's economy is very dependent on trade.

It is a very important part of the economy.

Colombia's economy is very dependent on trade.

It is a very important part of the economy.



1  
2  
3  
4  
5 MR. KOBRYN: You couldn't get the ratio  
6 of apprentices on a proportion. We have six local  
7 unions and a large number of journeymen. Then the ratio  
8 of apprentices could be admitted and it would be a  
9 continuing group of people coming in and as our older  
10 fellows are retiring, we keep them coming in --- and it  
11 is close to four thousand people.

12 MR. EBERLEE: There are some small  
13 outfits around that make ornamental iron railings, and  
14 that sort of thing, on a very small scale, and I suppose  
15 they have people in their shops that just specialize in  
16 that from one year to the next. Would they have to be  
17 tradesmen? Would there be any reason why they would have  
18 to be full journeymen?

19 MR. KOBRYN: With our organization, we  
20 do not allow shopmen in the field. If you are a shop  
21 man you are in the fabricating industry only. If you  
22 are a construction man, you are in the field only. We  
23 do not intermingle our people.

24 MR. EGERLEE: Well then, you would have  
25 to have two different types of journeymen --- a shop man  
26 and a field man?

27 MR. KOBRYN: A shop apprenticeship  
28 would be a completely different category.

29 THE CHAIRMAN: It should be designated  
30 then as two different ones?

MR. KOBRYN: It could very easily come  
under some category like Machinist, under Schedule B,  
or something.

THE CHAIRMAN: The fabrication of

Mr. Keweenaw: You couldn't get the same

of a specimen of a specimen. He has six feet  
uniform and a large number of specimens. Then the  
of specimens would be admitted and it would be  
continuing group of people working in the same  
fellow are working, we have been working in the same  
is close to the same thing.

Mr. Keweenaw: There are some small  
specimens of the same thing. I have seen some small  
that sort of thing, on a small scale, and I suppose  
they have people. Their object is to get something  
that from one year to the next. With the same thing  
equipment. Would there be any reason why they would have  
to be full equipment?

Mr. Keweenaw: With our organization, we  
do not allow anyone to be full. It would be a  
man you are in the fabric and industry. If you  
are a construction man, you are in the field only.  
do not in a single day.

Mr. Keweenaw: Well, then, you would have  
to have two different types of equipment -- a shop and

Mr. Keweenaw: A shop apparatus.

It would be a completely different industry.

Mr. Keweenaw: It would be a completely different industry.

Mr. Keweenaw: It could very easily come  
or something.

Mr. Keweenaw: The question is



1  
2  
3  
4 rod would require a lot of skill right in the shop?

5 MR. KOBRYN: Oh, yes. Template making  
6 and fabrication and layout, those are skilled trades;  
7 but, they do not intermingle with the construction.

8 THE CHAIRMAN: I can understand that.

9 MR. KOBRYN: Because many a man is able  
10 to work on the job on the ground but you can't bring him  
11 out into the field.

12 THE CHAIRMAN: He can cause you a lot  
13 of headaches out there on the field, I suppose?

14 MR. KOBRYN: We hate to pay death  
15 benefits unnecessarily.

16 MR. GISBORN: But, do you think that  
17 this example of the two programmes in the States under  
18 process in the ornamental fabrication and the structural  
19 steel fabrication, embracing all of these occupations,  
20 that you finally come up with a skilled man only in those  
21 fields? Take for instance, welding, brazing and  
22 soldering. Right now welding is considered a craft of  
23 its own and they have a much longer indenture than  
24 760 hours to become competent in that trade.

25 MR. KOBRYN: This year, when we were  
26 talking about a joint apprenticeship deal within our  
27 local unions, even the shop men's local unions, it is  
28 a separate one. There can't be shop men and outside men  
29 in the same local union. So, if they have a joint  
30 apprenticeship system going, it is between the shop men  
locals and the metal fabricators. It wouldn't be our  
outside people involved in it at all. And, invariably,  
in big shops you would find that most would specialize



you would need a lot of skill right in the shop.

MR. ROBERTS: Oh, yes. Template making and fabrication and layout, these are skilled trades, but, they do not interfere with the construction.

THE CHAIRMAN: I can understand that.

MR. ROBERTS: Because many a man is able to work on the job on the ground but you can't bring him out in a field.

THE CHAIRMAN: So can cause you a lot of headaches out there on the field, I suppose.

MR. ROBERTS: No, I don't see any more.

Headlines unnecessary.

MR. ROBERTS: But, do you think that this example of the two processes in the states and process in the ornamental applications and the steel fabrication, including all of these components, that you finally come to, with a skilled man only in those fields? Take for instance, welding, structural steelbolting, etc. now welding is considered a trade of its own and they have a union for themselves. Then 700 hours of course competent in that trade.

MR. ROBERTS: This year, when we were talking about a joint apprenticeship deal with our local unions, even the shop men's local unions, it is a separate one. There can't be shop men and outside men in the same local union. So, if they have a joint apprenticeship system going, it is between the shop men locals and the metal fabricators. It wouldn't be our outside people involved in it at all. And, inversely, in big shops you would find that most would specialize



1  
2  
3  
4  
5 like in template making or in rivetting or layout or in  
6 welding. In smaller shops, with three or four men, like  
7 in ornamental, a fellow has to be pretty well acquainted  
8 with the whole operation.

9 PROFESSOR LOGAN: Your structural iron  
10 worker and your rodman are distinctly different in their  
11 requirements?

12 MR. KOBRYN: They are distinctly  
13 different. You would find that many of the people right  
14 now within the rod industry or the rod contractors ---  
15 I would say almost the majority of them are foreign  
16 people, immigrants that have come into this country.

17 MR. HARRIS: Should these different  
18 categories here be relegated in such a way that one is  
19 more important than the other, or are they all even in  
20 their aspect? Like, if you take carpenters, for example  
21 --- just for the sake of argument, say a cabinetmaker  
22 should be paid more than somebody that does something else.  
23 Does that fall into any sub-categories here?

24 MR. KOBRYN: The only sub-category there  
25 possibly would be the reinforcing rodmen.

26 PROFESSOR LOGAN: And he does go lower  
27 than the others?

28 MR. KOBRYN: He is lower now and he would  
29 stay lower.

30 MR. GISBORN: Take in the fabricating  
shops, at the present time, you would have how many  
different rates?

MR. KOBRYN: They vary. I mean, there  
may be half a dozen rates or possibly more, just like any



life is tough, as making as in traveling or having to  
 waiting. In another shop, when I was at that time, the  
 in overalls, a fellow was told, they were waiting  
 with the whole operation

When I was there, I was attracted to  
 worker and when I was the director of the  
 department

Mr. [Name] they are collectively  
 different. I would find that way of the people right  
 now when the red [Name] or the red [Name]  
 I would say almost the majority of the [Name]  
 people, I think, that were some of this country.  
 Mr. [Name] I think these [Name]

category he is not related in such a way that he is  
 more important than the [Name], or in any way  
 their respect. I think, if you take [Name], for example  
 just for the sake of argument, say a [Name]

should be [Name] that [Name] that [Name] [Name]  
 does that [Name] [Name] [Name] [Name]  
 the [Name] the only [Name] [Name]

possibly would be [Name] [Name] [Name]  
 [Name] [Name] [Name] [Name] [Name] [Name]

then the [Name]  
 [Name] [Name] [Name] [Name] [Name] [Name]  
 [Name] [Name]

in [Name] [Name] [Name] [Name] [Name] [Name]  
 shops, at the [Name] [Name] [Name] [Name] [Name] [Name]  
 different [Name]

we [Name] [Name] [Name] [Name] [Name] [Name]  
 may be [Name] [Name] [Name] [Name] [Name] [Name]



1  
2  
3  
4 other shop. They have their classifications and they vary.  
5 But, again, in most of these shop agreements you have  
6 seniority rights where one man moves up, according to  
7 seniority. In construction, there are no seniority  
8 rights --- ability only.

9 MR. HARRIS: Would you like to name those  
10 four which should have more priority?

11 MR. KOBRYN: No. We are of the opinion  
12 that once a man is classified as a journeyman iron worker  
13

14 MR. HARRIS: And that takes in the whole  
15 thing?

16 MR. KOBRYN: Yes, that takes in the whole  
17 thing. Again, you will find that when the apprenticeship  
18 programme gets underway, some of our fellows may want to  
19 specialize in just reinforcing. I mean, there is many a  
20 man that will not climb. And what I mean by climb is ---  
21 they do not use ladders. You have to climb columns and  
22 in a majority of cases many men will not do that and when  
23 he goes into the apprenticeship he may want to specialize  
24 and if he gets with an employer that he can specialize  
25 with, of course, we could not object to specialists, but  
26 we would encourage him to take the whole course, for  
27 general knowledge. If he should specialize -- I mean,  
28 eventually you will find that people who have a complete  
29 course maybe will specialize in welding or rod work,  
30 others in machine moving or others in ornamental, but,  
with the general knowledge, he will be capable to go  
onto another when that one ends.

MR. GISBORN: How many rates have you now



other shop. They have their own shop. But, again, in most of these shops, according to scientific rights where one man moves in, according to seniority. In construction, there are no seniority rights in building.

MR. HARRIS: Would you like to read those four which would have priority?

MR. ROBERTS: He is not of my opinion that once a man is classified as a journeyman then he is not to be taken in the shop.

MR. ROBERTS: Yes, it is taken in the shop. This, again, you will find when the apprenticeship program gets started, some of our boys will be special to a certain thing. I mean, there is always men that will not climb. And what I mean by climb is they do not use ladders. You have to climb columns and in a majority of cases many men will not do that and when he goes into the apprenticeship he has to be specialized and if he goes with an employer that he can specialize with, of course, he could not expect to specialize, but we would encourage him to take the whole course, for general knowledge. If he should specialize -- I mean, eventually you will find that people who have a complete course will specialize in welding or iron work, others in machine making or others in ornamental, but with the general knowledge, he will be capable to go onto another shop that one ends.

MR. ROBERTS: How many times have you now



1  
2  
3  
4  
5 in the field, the structural field work, for those that  
6 go up?

7 MR. KOBRYN: In the riggers, iron  
8 workers and ornamental iron workers and curtain wall men,  
9 in all our locals they are all at the same rate. We have  
10 a uniform rate for Hamilton, Windsor, Toronto and Sudbury.  
11 Sudbury is rated just a little higher because they have  
12 not got a welfare plan. They are getting it. I think  
13 there is only about a ten cent difference between the  
14 Toronto rate and the Port Arthur rate and maybe about a  
15 twenty cent difference between Toronto and Ottawa.

16 MR. GISBORN: A bolting crew would get  
17 the same rate as the reaming crew?

18 MR. KOBRYN: That is correct.

19 MR. GISBORN: And a rivetter would get  
20 the same as a welder?

21 MR. KOBRYN: That is correct, because  
22 today he will be rivetting and bolting and tomorrow he  
23 will be connecting and the next day he will be hooking on  
24 because none of this work is of a continuous nature. As  
25 the building progresses, you progress with the different  
26 steps. So, there is no continuity of a similar trade.

27 MR. HARRIS: On page 8, you say that  
28 British Columbia have a three-year apprenticeship  
29 programme. Do you agree that it is quite satisfactory  
30 for the boys out of high school to get the training for  
that and then have one year taken off their apprenticeship?

MR. KOBRYN: We do not disagree with that  
because if a guy can get six months' training right





1  
2  
3  
4  
5 clean through, he can pick up a lot of good information.  
6 Then, all he needs is to be on the job.

7 MR. HARRIS: So, another two years after  
8 that?

9 MR. KOBRYN: That is right.

10 MR. HARRIS: What grade do you say these  
11 fellows should have before they start?

12 THE CHAIRMAN: Grade nine?

13 MR. KOBRYN: We haven't decided on that.  
14 We say a fellow has to have a definite aptitude for the  
15 trade, and if he has not got it, he is no good to us.  
16 The programme itself is set up. The mathematics of the  
17 programme is set out in such a manner that even a fellow  
18 out of entrance can pick up the necessary mathematics  
19 that he will need in this programme.

20 MR. GISBORN: This type of work has  
21 never been recognized as a trade. It has been an  
22 occupation or a real specialized occupation.

23 MR. KOBRYN: In a manner of speaking, yes.  
24 I do not disagree with this six-months prior training  
25 because I came out of the service and I went to rehab  
26 school for six months and that is a great help too; but,  
27 you need this little bit of experience on the job and  
28 you are well away.

29 MR. THOMPSON: I am wondering about this.  
30 I notice on page 8 you say that the "...Apprenticeship  
Committee ... has a considerable degree of control on  
the quality and quantity of Iron Worker Apprentices".  
You are suggesting three union representatives and three  
employer representatives?





1  
2  
3  
4  
5 MR. KOBRYN: Yes.

6 MR. THOMPSON: Perhaps it is unfair to  
7 ask you what the objections of this employer group would  
8 be. At least one of the objections is a concern that if  
9 you have the control over the quality and quantity ---  
10 and I am not saying this is good or bad --- but, I think  
11 from the point of view of your union you would pretty  
12 well control it. It would be almost like a closed shop  
13 as far as new people moving in?

14 MR. KOBRYN: Most of our agreements are  
15 closed shop now. We have a committee already set up.  
16 There are three employers on the committee and three of  
17 us on it, and we have had one or two meetings already.  
18 We have progressed to this stage because of such  
19 negotiation. This was one of the major points that we  
20 had the employers agree to, that they would participate  
21 in the apprenticeship programme. In fact, it was one of  
22 the striking points.

23 MR. THOMPSON: In the construction  
24 industry, as I understand it, there are quite a number of  
25 employers who aren't using union people; am I correct in  
26 that?

27 MR. KOBRYN: In some areas, and in other  
28 areas it is pretty well organized. But, there may be  
29 some around. The apartment building and the house  
30 building may not be organized, but around Windsor it is  
completely organized and we have very good relations with  
them. Just lately, we did complete an agreement in  
London that covered all the building trades. This is  
what many people have been striving for --- one agreement





1  
2  
3  
4  
5 --- the basic clauses, with appendices in particular to  
6 each trade.

7 MR. THOMPSON: You mentioned this group  
8 that are offering resistance to this. Are they made up  
9 mostly of people who do not use union labour?

10 MR. KOBRYN: No. There are employers  
11 --- there are major employers, people like Dominion  
12 Bridge, who have been using union workers for many years.

13 MR. EBERLEE: Do they take the viewpoint  
14 that training should be the employer's jurisdiction and  
15 not the union's?

16 MR. KOBRYN: No. They do not disagree  
17 with a joint committee. In fact, the training standards  
18 as set up in British Columbia with this committee being  
19 set up as an employer's agent, they do not disagree with  
20 it. They say it should be that way, that this committee  
21 should have the say-so whether the people are competent  
22 to go into the trade. We have another association, the  
23 Millwright and Rigging Association, and they are in full  
24 accord with the apprentices. In fact, they are our  
25 major boosters in this. They were the first to sign the  
26 papers.

27 MR. THOMPSON: What do they disagree  
28 with then?

29 MR. KOBRYN: If I could find out, I  
30 would tell you.

MR. ALLEN: I think one of the things is  
that they agree we should have apprentices, but only in  
that industry. Why should a guy go to school to learn  
how to be a rodman and rigger if primarily this

... the basic element, which is the main thing to  
each trade.

MR. TROTT: ... the main thing to  
that are offering resistance to this. Are they ready up  
mainly of people who are not as well educated?

MR. TROTT: ... the main thing to  
... there are major elements, people who are not  
Bridges, who have been with the main thing to  
... the main thing to  
that the main thing to be the main thing to  
of the main thing.

... the main thing to  
with a main thing to  
as set up in the main thing to  
set up as an employee, then the main thing to  
... They say it should be the main thing to  
should have the main thing to  
to go into the main thing to  
Military and the main thing to  
... the main thing to  
major business in the main thing to

... the main thing to  
with the main thing to

... the main thing to  
would tell you.

... the main thing to  
that they are not as well educated, but they are  
that industry, why should they go to school to learn  
how to be a roofer and a carpenter primarily this



1  
2  
3  
4  
5 association is structural steel? I think that is one of  
6 their main objections.

7 MR. CHILDS: They feel that their work  
8 is the most hazardous and that if a man takes an  
9 apprentice and he is skilled in more than one of these,  
10 the people that they have steadily employed now could  
11 possibly drift away to another phase of the trade, which  
12 would be a little disastrous. I think they have that  
13 attitude.

14 MR. KOBRYN: Some of their objections  
15 are unbased and without foundation because outside of  
16 the Toronto area the iron workers are among the highest  
17 paid tradesmen in these areas. In fact, in Port Arthur,  
18 he is higher than any other trade.

19 MR. BRUNELLE: What is the rate of pay?

20 MR. KOBRYN: Right now it is in the  
21 area of \$3.21 an hour, with a seven-cent welfare plan,  
22 plus four per cent vacation pay and the double time.

23 MR. GIBBORN: How about lost time through  
24 weather?

25 MR. KOBRYN: This is our major problem  
26 because even on a good windy day our people will not be  
27 able to work. It may be fine on the street but in the  
28 air it is bad. A little bit of dampness or frost on the  
29 iron and our people have to stay down.

30 MR. GIBBORN: Those two examples of the  
programme that exists in the States, do you have any more  
details on this? How is this programme instituted,  
through trade schools, jointly, on-the-job training;  
and what method of payment for the apprentice is



association is structural steel. I think that is one of their main objections.

MR. GIBSON: Then, that their work is the most dangerous and that it is a man takes an apprentice and he is skilled in more than one of those, the people that they have steadily employed now could possibly drift away to another phase of the trade, which would be a little disastrous. I think they have that

MR. GIBSON: Some of their objections are unsubstantiated and without foundation because outside of the Toronto area the iron workers are among the highest paid tradesmen in these areas. In fact, in Fort Worth, he is higher than any other trade.

MR. GIBSON: What is the rate of pay?  
MR. GIBSON: Right now it is in the area of \$3.11 an hour, with a somewhat welfare plan, plus four per cent vacation pay and the double time.

MR. GIBSON: How about lost time through  
MR. GIBSON: This is our major problem because even on a good windy day our people will not be able to work. It may be fine on the street but in the air it is bad. A little bit of an haze or frost on the iron and our people have to stay down.

MR. GIBSON: Those are examples of the programme that exists in the States, do you have any more details on this? How is this programme instituted, through trade schools, jointly, on-the-job training, and what method of payment for the apprentice is



1  
2  
3  
4 established?

5  
6 MR. KOBRYN: I haven't got the infor-  
7 mation on this. I think over there, in the United States,  
8 it is a negotiated plan and payment is negotiated  
9 accordingly; although they may do this under the auspices  
10 of the State Apprenticeship Board or something, all  
11 all phases of this plan are negotiated.

12 MR. GISBORN: You do not know whether  
13 there is any government participation or not?

14 MR. KOBRYN: In the United States, in  
15 many of the States, there is only supervision. The  
16 majority of the programmes, I think, are paid by the  
17 employer, jointly with the union. There is an amount  
18 negotiated for that purpose. Possibly this might not be  
19 in all States but I know it is in some States.

20 PROFESSOR LOGAN: Do they have a  
21 government signature on completion of apprentices?

22 MR. KOBRYN: Yes, they do, because in  
23 our iron worker books, when they come out, showing  
24 apprenticeship, always the Director of Apprenticeship  
25 of the State or the County, they are in that certificate.

26 PROFESSOR LOGAN: Has the government  
27 been in in a strong way helping to set these up?

28 MR. KOBRYN: It has encouraged quite a  
29 bit. I think I have something here, produced by the  
30 United States. Yes --- the construction industry in the  
United States. There is a booklet of what they have done  
on this thing. I will leave this for reference also.

THE CHAIRMAN: Fine.

MR. THOMPSON: As far as actually

## APPENDIX

MR. KENNEDY: I haven't got the labor

information on this. I think over there, in the United States,

it is a negotiated thing and payment is negotiated

accordingly; although they may do this under the auspices

of the State Apprenticeship Board or something, all

all phases of this plan are negotiated.

MR. KENNEDY: You do not know whether

there is any Government participation or not?

MR. KENNEDY: In the United States, in

any of the States, there is only apprenticeship.

Apprenticeship of the program, I think, are paid by the

employer, jointly with the union. There is an amount

negotiated for that purpose. Possibly this might not be

in all States and I know it is in some States.

MR. KENNEDY: Now, do they have a

Government supervision or completion of apprenticeship?

MR. KENNEDY: Yes, sir; do, because in

our own system too, when they come out, showing

apprenticeship, always the number of apprenticeship

of the State or the County, they are in that category.

MR. KENNEDY: I think the Government

been in in a strong way helping to set these up.

MR. KENNEDY: It has encouraged quite a

bit. I think I have something here, printed by the

United States. Yes, the construction industry in the

United States. There is a list of what they have done

on this thing. I will leave this for reference also.

MR. KENNEDY: As far as actually



1  
2  
3  
4 creating more employment, this is a long-term project.  
5 When we get better skilled people coming in, therefore,  
6 you will get a better opportunity for markets. But, as  
7 far as creating more employment for people at this point,  
8 do you feel that the re-training programme ---- at the  
9 moment, you are overcrowded and you don't want to re-  
10 train?

11 MR. KOBRYN: The re-training programme  
12 we would like to see is for the people that are in right  
13 now, who have picked up their trade on the job and may  
14 only be specialists in one particular phase of it and  
15 then when that phase runs out they are unemployed. We  
16 would like to have these fellows encouraged to go in and  
17 take re-training in the various phases so that they can  
18 get continuity of employment. It is nothing for a man  
19 to be sent out of our office for a two-day job. It is  
20 an ornamental job. He puts up a staircase and he is  
21 there two days and gone again. Many of our jobs range  
22 from a day and a half to two or three months, and the  
23 majority of the jobs are in the two-day or a week bracket.  
24 You go and lay a pre-cast roof. A fellow might be there  
25 for six hours just swinging the slabs into position.  
26 This is the type of work the majority of our fellows in  
27 the smaller locals have to contend with.

28 MR. THOMPSON: Have you any suggestions  
29 in connection with the re-training of your present men,  
30 what kind of wages you think they should have? I notice  
you mention about married apprentices. It is pretty  
tough for them.

MR. KOBRYN: Right at the present time





1  
2  
3  
4  
5 we have in our agreements, the majority of our agreements  
6 specify sixty-five per cent starting rate.

7 MR. HARRIS: Sixty-five per cent starting?

8 MR. KOBRYN: Sixty-five per cent start-  
9 ing rate.

10 MR. THOMPSON: Sixty-five per cent start-  
11 ing rate?

12 MR. KOBRYN: Yes. Sixty-five per cent  
13 of the journeyman's wages.

14 MR. THOMPSON: When he is taking the  
15 re-training?

16 MR. KOBRYN: No. This is the apprentice.

17 MR. MORNINGSTAR: Sixty-five per cent?

18 MR. KOBRYN: That is correct. We are  
19 taking it on the basis that in the construction industry  
20 there is no light jobs. An apprentice has to go right in  
21 and do the main work and he works, in a majority of cases,  
22 right alongside the journeyman. This sixty or sixty-five  
23 per cent just about gives him the labourer's rate of  
24 wages in the construction industry, or around the labourer's  
25 rate. If you take him down too low below that rate,  
26 you are not going to encourage many apprentices to come  
27 into this industry because an apprentice starts and  
28 after he is on the job for a week there is no work on the  
29 ground. He is up in the air, bolting up or doing other  
30 things, and this is a very hazardous business, and if  
he doesn't get some encouragement in pay, he is going to  
leave. He can get it down on the ground, with the  
labourers.

MR. THOMPSON: Some of them won't be up





1  
2  
3  
4 in the air; they will be doing work in shops?

5 MR. KOBRYN: No. None of our people  
6 work in shops.

7 MR. THOMPSON: But, I thought you had  
8 two courses?

9 MR. KOBRYN: Our outside locals are one  
10 group; our inside locals are another group and they are  
11 two distinct and separate organizations.

12 MR. THOMPSON: What is the pay for the  
13 inside?

14 MR. KOBRYN: It varies with the industry.

15 MR. THOMPSON: I mean from the point of  
16 view of apprenticeship. Do you have a contract there  
17 that is also sixty-five per cent?

18 MR. KOBRYN: I am not too familiar.  
19 I am not a shop representative. They have definite  
20 starting rates and they work through the business of  
21 seniority and that sort of thing.

22 MR. THOMPSON: On the re-training of  
23 your journeymen, do you also have a suggestion of about  
24 what percentage they should get when they are re-training?

25 MR. KOBRYN: I would say, if they are  
26 unemployed -- and I may be sticking my neck out --- but  
27 if they are unemployed, we should encourage them to go  
28 into re-training classes. I mean, you couldn't absolutely  
29 say that a fellow, when he starts this course, has to  
30 complete it because we can't tell how long he is going to  
be unemployed. As our union halls are set up, actually  
they are the hiring halls. An employer calls in for his  
people to our hall. We have the unemployment list and





1  
2  
3  
4  
5 these fellows go out. They may be off the list for a  
6 month; they may be out in a day or two. So, we would  
7 say if there is quite a bit of unemployment and our  
8 people are inside, we would suggest --- I believe under  
9 the Robarts' Plan, there is going to be quite a few  
10 vocational schools built around the Province, locally  
11 and possibly some of these courses should be set up.  
12 In fact, it would be impossible to have them done in the  
13 day time and they must do it at night school.

14 MR. THOMPSON: I am thinking of a  
15 fellow who makes over three dollars when he is working.  
16 He has got a wife and a mortgage to pay. Now, he is  
17 unemployed. He starts a course and he gets the regular  
18 monthly amount, whatever it is. Is not there, in view  
19 of the high wages that the man is getting, I would think  
20 there would be a very great temptation for him, even  
21 though he hasn't finished a course, if a job comes up,  
22 to say: Well, to heck with the course.?

23 MR. KOBRYN: This is one of the points.  
24 You couldn't pay him really any less than he was getting  
25 for unemployment insurance when he was off.

26 MR. GISBORN: Wouldn't a comprehensive  
27 programme or a certificate for a boiler maker really  
28 cover what they have got in the States there?

29 MR. KOBRYN: Which one are you talking  
30 about?

MR. GISBORN: There are two examples  
you have in your brief.

MR. KOBRYN: You are talking about our  
shop people? You are talking about the shop programme?



these fellows go out. They may be off the list for a month; they may be out in a day or two. So, we would say if there is quite a bit of unemployment and our people are inside, we would suggest - I believe under the Roberts' Plan, there is going to be quite a few vocational schools built around the Province, locally and possibly some of these courses should be set up. In fact, it would be preferable to have them done in the day time and then must do it at night school.

MR. TROTSKY: I am thinking of a fellow who makes two three dollars a day he is working. He has got a wife and a mortgage to pay. Now, he is unemployed. He starts a course and he gets the regular monthly amount, whatever it is, he has got there, in a way of the high wages that the man is getting, I would think there would be a very great temptation for him, even though he hasn't finished a course, if a job comes up, to stop, wait to look with the course.

MR. KERRY: This is one of our points. You couldn't pay him really any less than he was getting for unemployment insurance than he was only.

MR. TROTSKY: Would it be a comprehensive programme or a certificate for a better maker really cover what they have got in the states there?

MR. KERRY: Which one are you talking about?

MR. TROTSKY: There are two examples: You have in your draft. MR. KERRY: You are talking about our shop people? You are talking about the shop programme?



1  
2  
3  
4  
5 MR. GISBORN: Yes. You haven't got an  
6 apprenticeship in British Columbia for field structural  
7 workers?

8 MR. KOBRYN: Yes. That is an apprentice-  
9 ship. It is for field structural. There is no shop  
10 apprenticeship programme in British Columbia, to my  
11 knowledge. This shop apprenticeship I have quoted from  
12 are programmes in the United States at the present time  
13 in our various local unions.

14 MR. GISBORN: I do not think it is  
15 practical, but I would be willing to listen to some way  
16 that it can be done, for a government-sponsored apprentice-  
17 ship programme to include all of this occupation and  
18 actually it is a boiler maker occupation as set out here.  
19 If you look it over, you will find it is almost exactly  
20 a boiler maker's job.

21 MR. KOBRYN: Possibly it is a related  
22 industry.

23 MR. GISBORN: How could a government  
24 certify --- It could certify a person as being qualified  
25 in these occupations or in this varied type of operation;  
26 but, you couldn't say that he just carries a certificate  
27 to work at any specific place because all of these things,  
28 part of them are done in almost any industry.

29 MR. KOBRYN: As far as certificates,  
30 absolutely. We say the only people that really need a  
31 certificate are the people in the construction industry  
32 because their employment with any one employer is very  
33 limited. They are moving from one employer to another  
34 and if each time a man moved from one employer to another,



MR. GIBSON: Yes. You haven't got an

apprenticeship in British Columbia for field structural

workers?

MR. KERRY: Yes. That is an apprentice

ship. It is for field structural. There is no other

apprenticeship program in British Columbia, to my

knowledge. This shop apprenticeship have dated from

are programs in the United States at the present time

in our various local unions.

MR. GIBSON: I do not think it is

practical, but I would be willing to listen to some way

that it can be done, for a government-sponsored apprentice

ship program to include all of his occupation and

actually it is a boiler maker occupation as set out here

if you look it over, you will find it is almost exactly

a boiler maker's job.

MR. KERRY: Possibly it is a related

industry

MR. GIBSON: How could a government

certify -- It could certify a person as being qualified

in these occupations or in this varied type of operation;

but, you couldn't say that he just carries a certificate

to work at any specific place because all of these things

part of them are done in almost any industry.

MR. KERRY: As far as certificates,

absolutely. We say the only people that really need a

certificate are the people in the construction industry

because their employment with any one employer is very

limited. They are moving from one employer to another

and if each time a man moved from one employer to another,



1  
2  
3  
4  
5 under the labour agreements in the shop or the industry,  
6 as an industrial worker in these shop agreements, in a  
7 majority of cases, have probationary periods, so a man  
8 would never get the top rate. If you moved from Ford's  
9 to Chrysler's, or if you went from one shop to another,  
10 they all have in their agreements that you have to go  
11 through a probationary period, no matter how good you are.  
12 After ninety days, you finish the probationary period,  
13 at the probationary rate. Then, you are a seniority  
14 listed employee and you go to the top. But, in the  
15 construction business it is completely different. We  
16 can't have one intermingle with the other. It is  
17 impossible. Granted, studying the phases of the indus-  
18 trial worker there, or the shop man, then possibly your  
19 metal people in their shops may have many of the  
20 qualifications listed, but, I mean, these are peculiar  
21 to the industry. They still have to make templates and  
22 they still have to make layout. They all weld and they  
23 all braze in the various sections of it. If you are  
24 working with metal, you have to do all these things.

25  
26 MR. GISBORN: What percentage of the  
27 field construction workers are using a hot rivett?

28  
29 MR. KOBRYN: Very little. On possibly  
30 bridge construction, you have the main splice maybe  
rivetted, or the main pillars may be rivetted. Many of  
the structural shapes that are fabricated in the shop  
are rivetted; like angles and all the different parts  
that are rivetted on. But, in the field, there are very  
few buildings among our new buildings that will have  
that. They are usually completely all bolted with high



under the labor agreements in the shop or the industry,  
as an industry worker in these shop agreements, as a  
minority of cases, have a transition period, so a man  
would never get the top rate, if he moved from one  
to another, or if you went from one shop to another,  
they will have in their agreements that you have to go  
through a probationary period, no matter how good you are.  
After a while, you are in the probationary period.  
At the probationary period, if you are a minority  
listed employee and you go to the top, but in the  
competitive business it is completely different. We  
can't have one thing in the shop or the industry. It is  
impossible. Granted, during the process of the industry  
that worker there, on the shop side, then possibly you  
rate people in their shops may have many of the  
things that are listed, but, I mean, these are particular  
to the industry. They still have to make compromises and  
they still have to make a lot of things. They still have  
all these in the various sections of it. If you are  
working with metal, you have to do all these things.  
All of them. What percentage of the  
field construction workers are using a bar riveter?  
MR. JOSEPH: Very little. Or possibly  
right construction, but have the main solid rivets  
riveted, or the main rivets may be riveted. Many of  
the structural shops that are located in the shop  
are riveted; like bridges and all the different parts.  
That are riveted on. But, in the field, there are very  
few buildings where the riveters that will have  
that. They are usually riveters will be riveted with high



1  
2  
3  
4 tensile bolts. We are sticking up iron now faster and  
5 cheaper than it was done ten years ago.

6 MR. FINES: It may be of real concern  
7 here, when you take a look at what has happened in the  
8 past. As Mr. Kobryn said, the union office is the hiring  
9 hall and when we get people, we try to get a few people  
10 come in and take an interest in our work. So, if we can  
11 pick up a young fellow, we try to give this young fellow,  
12 when he comes into our office, enough knowledge to get  
13 him by to start on the job and we say, in most of our  
14 agreements, that he will be placed to work with a  
15 journeyman and that every three months or so he will be  
16 given a ten cent increase. So, we depend on the foreman  
17 or superintendent to try to give this man some instruc-  
18 tion so he will become a journeyman after three years'  
19 time. Then, when we and he feel that he has received  
20 enough knowledge to become a journeyman, we have what we  
21 call the Examining Board and this is made up of three or  
22 four or five people who are superintendents or foremen  
23 on the job and we give him a test. We have scale models  
24 of derricks, Chicago booms, and so on. He has to know  
25 what knots to tie, scaling weights, and so on, and I am  
26 sure you will understand that this is not a very good  
27 way of making a journeyman out of an apprentice. This  
28 is our real concern. We are just not getting people with  
29 the proper training to become qualified journeymen.

30 THE CHAIRMAN: How do you get your  
apprentices now? Do you have a waiting list; do you have  
people that want to get into the trade?

MR. FINES: Yes. The young fellows, if





1  
2  
3  
4  
5 they say they do not want to take any more schooling,  
6 that they want to join our trade, we take their name and  
7 address and all the particulars and as soon as there is  
8 an opening we will contact them. We send them out.

9 This is a hazardous job. We have to give them some  
10 instruction. But, this is our real concern, that we  
11 want to have these people go through proper training  
12 because we cannot give it to them.

13 THE CHAIRMAN: Someone said here this  
14 morning that there were a lot of immigrants that were  
15 out on the construction end of it.

16 MR. FINES: Yes.

17 THE CHAIRMAN: Were they trained before  
18 they came to Ontario?

19 MR. FINES: It is possibly training  
20 they pick up.

21 MR. KOBRYN: A lot of these fellows  
22 started off working as construction labourers and they  
23 were primarily put on reinforcing rod installation and,  
24 eventually, they got pretty good and then we organized  
25 the industry and these fellows came over to us and they  
26 were pretty good rodmen. But, again, this is on-the-job  
27 training and many of these fellows, if you were to send  
28 them out alone, without a foreman or a supervisor, they  
29 would be lost. But, once they were told how to do a  
30 certain thing, they are very good at it. But, we say a  
man, to be a tradesman, he has to know blueprints; he  
has to know drawings; he has to be able to go out --  
if he is sent out alone, or with a group, he has to be  
able to have a general knowledge of the work and to be

they say they do not want to take any more schooling, that they want to join our trade, we take their names and address and all the particulars and as soon as there is an opening we will contact them. We send them out. This is a hazardous job. We have to give them some instruction. But, this is our real concern, that we want to have these people go through proper training because we cannot give it to them.

THE CHAIRMAN: Someone said here this morning that there were a lot of immigrants that were out on the construction end of it.

MR. WIND: Yes.

THE CHAIRMAN: Were they trained before they came to America?

MR. WIND: It is possibly training.

they pick up.

MR. WIND: A lot of these fellows

started off working as construction laborers and they were primarily put on remodeling and installation and eventually, they got pretty good and then we organized the industry and these fellows came over to us and they were pretty good indeed. But, again, this is on-the-job training and many of these fellows, if you were to send them out alone, without a foreman or a supervisor, they would be lost. But, once they were told how to do a certain thing, they are very good at it. But, we say a man, to be a tradesman, he has to know blueprints; he has to know drawing; he has to be able to go out -

if he is sent out alone, or with a group, he has to be able to have a general knowledge of the work and to be



1  
2  
3  
4  
5 able to start right in because our wages are pretty high  
6 and an employer expects work to be done for the money  
7 he is paying. This is one of the reasons that apprentice-  
8 ship is absolutely necessary, that we have competent men,  
9 because an employer may get a group of people --- An  
10 employer will come to town. Take Dominion Bridge. They  
11 may come to Windsor tomorrow morning and they call up  
12 the hall: "Send us ten iron workers; we have a building  
13 to put up." These are completely new men; they have  
14 never seen them before, maybe. He has to start right  
15 from scratch and start erecting iron within the hour.  
16 That is why our people have to be competent, because it  
17 is not a case of working with one employer and you  
18 gradually pick up your training with that employer and  
19 he knows your habits and your capabilities. Not in this  
20 industry.

21  
22 MR. GISBORN: If it was possible, if  
23 you could get the full co-operation of the employers,  
24 it would be better to develop your programme between  
25 the union and the employer?

26  
27 MR. KOBRYN: As I said in my brief, the  
28 only way a joint committee could be successful is if they  
29 have the full co-operation of the industry. I mean  
30 people like the various builders' exchanges that have  
31 signed this petition and they realize it is necessary.  
32 Maybe there is a difference of opinion of what should  
33 comprise this whole programme, but I think this again  
34 can be ironed out. I do not think it is insurmountable,  
35 that we can't get around it.

36 PROFESSOR LOGAN: In the United States





1  
2  
3  
4 are there associations of employers and unions?

5 MR. KOBRYN: In a majority of cases, yes.

6 PROFESSOR LOGAN: Is not that important?

7 MR. KOBRYN: Yes; there has got to be  
8 employer-union co-operation at all times.

9 PROFESSOR LOGAN: When you face the  
10 situation in Canada, so often, and as the employers'  
11 associations, they say there is no such thing.

12 MR. KOBRYN: The Steel Erection  
13 Association was just formed last year. They used to be  
14 under the Canadian Steel Institute.

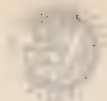
15 PROFESSOR LOGAN: The Canadian what?

16 MR. KOBRYN: Steel Institute. But,  
17 their by-laws were set up in such a manner that they  
18 could not negotiate --- it did not leave any room for  
19 negotiations with labour organizations. So, they set  
20 up a separate organization, with separate by-laws. So,  
21 they can deal with it as an official body.

22 PROFESSOR LOGAN: You are not in the  
23 same position as most of the building trades, to deal  
24 with builders' exchanges?

25 MR. KOBRYN: We deal with the builders'  
26 exchanges for our rodmen. The majority of the sub-  
27 contractors in that business belong to the Builders'  
28 Exchange, and a great many of the general contractors  
29 hire rodmen directly; so, our agreements for rodmen are  
30 signed with the Builders' Exchange.

PROFESSOR LOGAN: In the British  
Columbia situation, it is a matter of groups of employers  
over an area?



are liable to be considered as one of the same.

It is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

it is not in a majority of cases, but

over an area



1  
2  
3  
4  
5 MR. KOBRYN: Over the whole province.  
6 Your area is really concentrated in the lower part of  
7 B.C. and just the odd city outside.

8 PROFESSOR LOGAN: Their committees are  
9 based on the employers' representatives from different  
10 companies?

11 MR. KOBRYN: I believe they are. The  
12 only thing I know is that the Secretary is a member of  
13 the Dominion Bridge Company, for the structural people.  
14 Right at the present time, the committee that is composed  
15 right now, is just strictly steel erection and three  
16 from the association and three from our organization.

17 MR. HARRIS: You do believe, in the long  
18 run, that you should be certified, the same as the motor  
19 mechanics?

20 MR. KOBRYN: I do believe that our people  
21 should have a definite trade and that new people coming  
22 into the trade will have to go through this process of  
23 apprenticeship training before they become journeymen.  
24 Under the law, you see, what do they call this "grand-  
25 father" clause, or something, for new companies being  
26 organized, or something. There is allowance made there  
27 so that they can come in because they are possibly  
28 journeymen. This is absolutely necessary because the  
29 haphazard way that we are sending people out and trying  
30 to get apprentices, the people who are waiting to be  
apprentices, is wholly inadequate.

MR. GISBORN: What part of the operation  
for structural steel workers could be done off the job?  
What part of that work could be done in a trade school

What part of that work could be done in a trade school?

MR. GILSON: What part of the operation

apprentices, or wholly inadequate.

to get apprentices, the people who are waiting to be

happened way that we are sending people out and trying

journeyman. This is absolutely necessary because the

so that they can come in because they are possibly

organized, or something. There is allowance made there

traded, class, or something, for new companies being

under the law, you see, what do they call this "young

apprenticeship training before they become journeyman.

into the trade will have to go through this process of

should have a definite trade and that new people coming

MR. KERRY: I am certain that our people

unusually

very, that you would be satisfied, the same as the motor

MR. HARRIS: You do believe, in the long

from the association and those from out organizations

right now, is that certain steel erection and those

right at the present time, the conditions that we possess

the condition bridge industry, for the structural people

only thing I know is that the Secretary is a member of

MR. KERRY: I believe they are, the

companies?

based on the employers' representations from different

PROGRESSIVE BOARD. Their committees are

A.C. and that too can only outside

four area is really not entered in the lower part of

MR. KERRY: Over the whole province.



1  
2  
3  
4 or off the job?

5 MR. KOBRYN: What they have done in  
6 various training courses, they have built miniature  
7 buildings, or miniature columns and beams, and they have  
8 miniature guy derricks set up so that they can do a  
9 complete erection in miniature. They have to know the  
10 various ways to reeve up blocks because in heavy lifting  
11 you may be reeving up six by six, or ten by twelve, and  
12 there are various knots that they have to learn and they  
13 have to learn how to cable-splice and welding. The  
14 related classroom instruction off the job, most of it  
15 can be done in school.

16 THE CHAIRMAN: Blueprint reading?

17 MR. KOBRYN: Blueprint reading especially.  
18 And with our blueprint reading there is mechanical  
19 drafting. The guy is not going to become a qualified  
20 draftsman but he will be able to do a rough sketch by  
21 hand and he will be able to picture what is in front of  
22 him and there is quite a bit of mathematics involved.

23 MR. EBERLEE: I had a question about  
24 the indenturing of apprentices. An apprentice could not  
25 be indentured to an employer because he is not with the  
26 same employer for more than a few days?

27 MR. KOBRYN: That is correct.

28 MR. EBERLEE: So, it would have to be  
29 under the joint apprenticeship?

30 MR. KOBRYN: That is correct.

MR. EBERLEE: I suppose that is true  
throughout the building trade?

MR. KOBRYN: In the majority of cases,

on all the jobs?

MR. KOBRYN: What they have done in

various training courses, they have built miniature buildings, or miniature columns and beams, and they have miniature guy derricks set up so that they can do a complete erection in miniature. They have to learn the various ways to set up derrick bases in heavy lifting. You may be receiving up six by six, or ten by twelve, and there are various points that they have to learn and they have to learn how to calculate and welding. The related classroom instruction of the job, most of it can be done in school.

THE CHAIRMAN: Regarding training?

MR. KOBRYN: Blueprint reading, steel erector

and with our blueprint reading there is mechanical training. The guy is not going to be a qualified draftsman but he will be able to do a rough sketch by hand and he will be able to figure what is in front of him and there is quite a bit of mathematics involved. MR. KOBRYN: I had a question about

the industry or apprenticeship. An apprenticeship could not be substituted to an employer because he is not with the steel employer for more than a few days.

MR. KOBRYN: That is correct.

MR. CHAIRMAN: But it would have to be

under the joint apprenticeship

MR. KOBRYN: That is correct.

MR. CHAIRMAN: I suppose that is some

throughout the building trade?

MR. KOBRYN: In the majority of cases.



1  
2  
3  
4 it is true because most employers haven't got a continuity  
5 of employment.

6 MR. EBERLEE: I suppose this is one of  
7 the major obstacles in the present apprenticeship, that  
8 you have to be indentured to an employer?

9 MR. KOBRYN: That is right. This has  
10 been a stumbling block.

11 THE CHAIRMAN: With bricklayers and the  
12 whole building trade?

13 MR. KOBRYN: Yes.

14 MR. EBERLEE: The pattern, as it exists  
15 today, is fine for the motor vehicle trade.

16 MR. KOBRYN: That is right, because as  
17 the jobs close off, the journeyman --- the agreement  
18 says that there has to be a ratio there. So, consequently,  
19 the apprentice has to go. So, where is he going to go  
20 unless he is indentured to the employer?

21 MR. ALLEN: Amongst the association  
22 themselves, they have an arrangement whereby the apprentice  
23 can be transferred from one firm to another, in some  
24 cases, and this would apply in that particular case.

25 MR. FINES: At the Lakehead, the  
26 apprentice is indentured through the union.

27 MR. EBERLEE: He is not under the  
28 Apprenticeship Act?

29 MR. FINES: Yes. The Director there  
30 has advised us if we do have apprentices that the union  
indentures them until such time as a programme is set up.

THE CHAIRMAN: Any further questions?

MR. HARRIS: How high is the needle here?

it is time because most employees haven't got a contract  
of employment.

MR. WRIGHT: I suppose this is one of  
the major obstacles in the present system, that  
you have to be independent to an extent.

MR. WRIGHT: That is right. This has  
been a continuing process.

MR. WRIGHT: With the company and the  
whole building industry.

MR. WRIGHT: The industry, as it exists  
today, is in a state of complete chaos.

MR. WRIGHT: That is right, because as  
the jobs move out, the industry has to be reorganized.

MR. WRIGHT: There has to be a reorganization,  
the organization has to be reorganized, and it is going to be.

MR. WRIGHT: That is right, the organization  
has to be reorganized.

MR. WRIGHT: They have an arrangement whereby the agencies  
can be reorganized from one firm to another, in some

cases, and this would apply to the building industry,  
the building industry, the building industry.

MR. WRIGHT: The building industry is in a state of  
chaos, the building industry is in a state of chaos.

MR. WRIGHT: The building industry is in a state of  
chaos, the building industry is in a state of chaos.

MR. WRIGHT: The building industry is in a state of  
chaos, the building industry is in a state of chaos.

MR. WRIGHT: The building industry is in a state of  
chaos, the building industry is in a state of chaos.



1  
2  
3  
4  
5 MR. KOBRYN: Six hundred and some odd  
6 feet, I think, to the top.

7 THE CHAIRMAN: Mr. Kobryn, we would like  
8 to take this opportunity to thank you and your group for  
9 coming here and presenting the brief and discussing it  
10 with us this morning.

11 MR. KOBRYN: We would like to thank you  
12 for listening to us and I think you can be of some  
13 assistance to us.

14 THE CHAIRMAN: You have been of some  
15 assistance to us because this is the kind of information  
16 that we have to find out. The hearing is adjourned.

17 --- Hearing adjourned.  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30















3 1761 11467008 6